DOCUMENT RESUME

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ABSTRACT

This document contains the 15 publications constituting the third stage of the Voyager program, which is a four-stage program that utilizes contemporary content and instructional approaches to teach the reading, writing, critical thinking, and communication skills that adults need in today's world and to take adult learners from the beginning stages of reading through the ninth-grade level. The Voyager program combines contemporary content and instructional approaches with traditional instructional practices to help adult learners develop reading, writing, listening, speaking, and thinking skills through theme-based lessons that include opportunities for students to work independently and collaboratively in a variety of settings. The publications included in Stage 3 focus on reading to learn, and they use reading materials typically found at home, at work, at school, and in the community to expand students' reading, thinking, writing, and oral communication skills. The specific Voyager components included in this document are as follows: (1) a teacher's resource guide; (2) student books for Levels 4, 5 and 6 (featuring lessons on staying healthy,

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getting a job, sense of community, crime and the law, money matters, life on the job, making a difference, cultural pluralism, success at work, taking a stand, relationships, and insights); (3) separate workbooks, puzzle books, and vocabulary workbooks for each Level 4, 5 and 6 book; and (5) a student booklet and teacher scoring guide for a tool for student placement. (MN)

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Voyager: Reading and Writing for Today's Adults

Levels 4, 5 and 6 Teacher's Resource Guide

Level 4 Student Book
Level 4 Student Workbook
Level 4 Puzzles.
Level 4 Vocabulary Workbook

Level 5 Student Book
Level 5 Student Workbook
Level 5 Puzzles
Level 5 Vocabulary Workbook

Level 6 Student Book
Level 6 Student Workbook
Level 6 Puzzles
Level 6 Vocabulary Workbook

Voyager Placement Tool for Levels Foundation-6
    Student Booklet
    Teacher Scoring Guide

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Teacher's Resource Guide

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Voyager

Reading and Writing for Today's Adults

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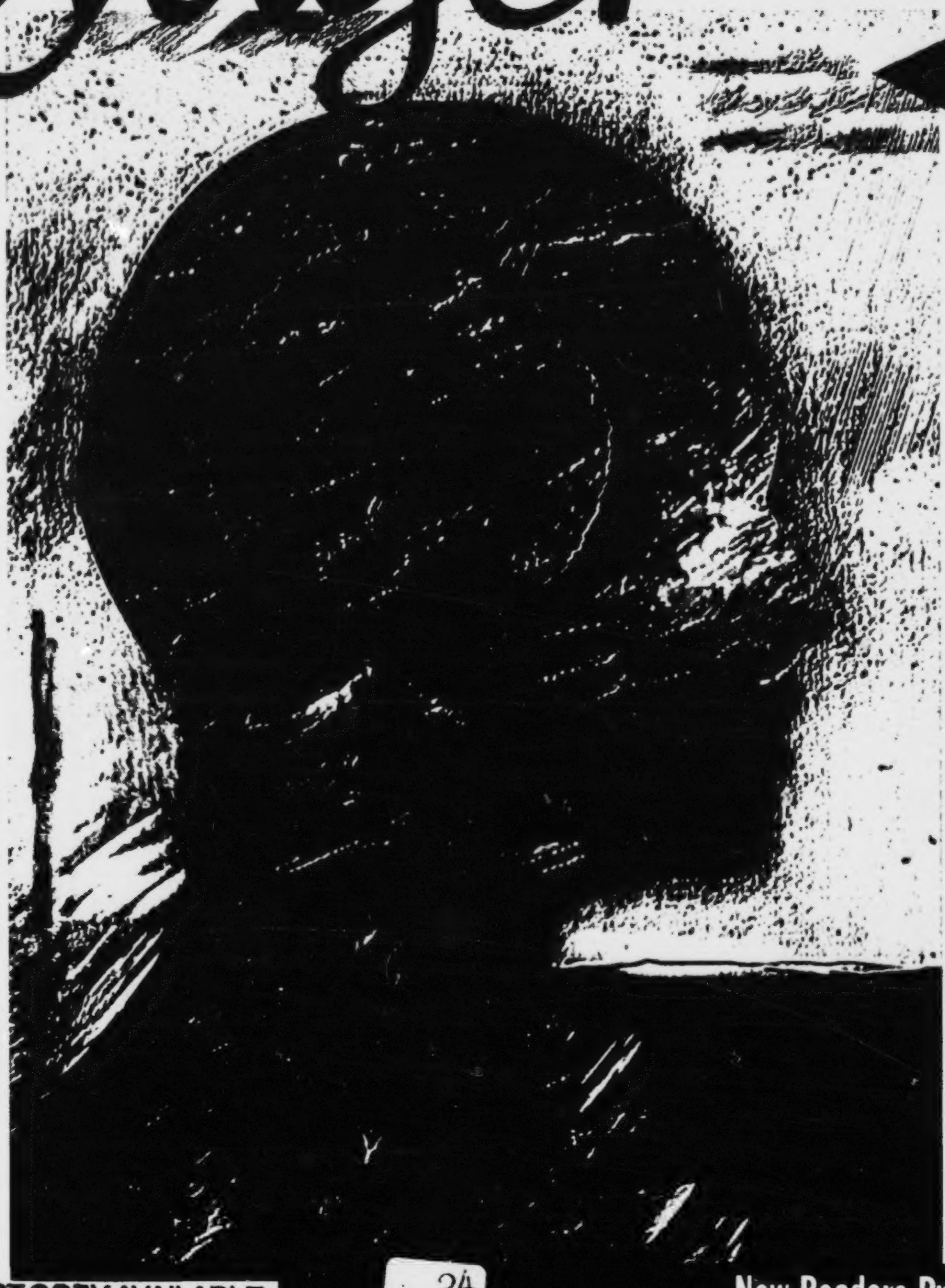

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New Readers Press

Teacher's Resource Guide

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Voyager

Reading and Writing for Today's Adults

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10. Tips for Preparing a Progress Portfolio
11. Portfolio Conference Questionnaire

Overview of the Series

Voyager: Reading and Writing for Today's Adults is a four-stage program that utilizes contemporary content and instructional approaches to teach the reading, writing, critical thinking, and communication skills that adults need in today's world. It takes students from the beginning stages of reading and writing through the ninth-grade level.

The *Voyager* series consists of nine student books, nine workbooks, four teacher's resource guides, and a placement tool.

▶ Key Features and Benefits

1. ***Voyager* integrates contemporary content and instructional approaches with the best elements from traditional instruction and practice.** In the early books, phonics and other word recognition strategies are combined with reading comprehension instruction. Later books emphasize comprehension and meaning. Instruction in the writing process is combined with instruction in spelling, capitalization, punctuation, grammar, usage, and sentence structure. This balanced approach results in a solid, effective program.
2. **Each lesson integrates reading, writing, listening, speaking, and thinking skills.** Research has shown that literacy development is enhanced when students have the opportunity to apply all these skills to a single topic. Activities and skill-building exercises in *Voyager* are related to the topic of the reading selection, the core of the lesson.
3. ***Voyager* is theme-based.** In *Foundation Book*, each lesson has a theme. The other eight student books are divided into four units, each with its own theme. This theme-based approach encourages students to delve into a topic using a variety of approaches. As students complete the reading, writing, and thinking activities in a unit, they have opportunities to examine the common concepts and issues associated with that unit's theme.
4. **Students work with authentic reading selections and writing assignments—practical, informational, and literary.** *Voyager* draws from a combination of high-quality literature, information-rich articles, adult student writings, and the types of forms, documents, and graphic material adults commonly encounter. Working with these materials, students achieve success at both academic and everyday reading and writing activities.
5. **Activities in *Voyager* give students opportunities to work both independently and collaboratively.** Students complete some activities by themselves. In other activities, students participate in discussions, group problem solving, and so on. These varied ways of working reflect daily life.
6. ***Voyager* can be successfully used in a variety of settings.** *Voyager* can be used in large- or small-group instructional programs, in one-on-one tutorial situations, and independently for self-study in an individualized or learning lab program. This flexible instructional format meets the needs of a wide variety of programs.
7. ***Voyager* provides additional support for both students and teachers.** Workbooks, to be used independently by students, are filled with exercises that give them extra practice with the major skills taught in the lessons. Teacher's resource guides provide valuable additional background information, teaching ideas, and photocopy masters (PCMs). These support materials save time by helping teachers create lesson plans and reinforcement materials.

▶ A Closer Look at *Voyager* Components

- **Nine student books** form the instructional core of the *Voyager* program.
- **Nine workbooks,** one for each student book, provide students with extra skills practice.
- **Four teacher's resource guides,** one for each stage, contain a general overview and orientation to each stage, lesson-by-lesson teacher's notes and extension activities for the student books, and PCMs for both instruction and assessment.
- **The placement tool** helps teachers place students in the appropriate *Voyager* student book.

The Four Stages

The *Voyager* series is a four-stage program. Each stage of *Voyager* reflects a separate stage of reading and writing development. Thus, each stage has its own emphasis and design. The four stages are

1. **Learning to Read** (Reading levels 0.5–2.5) Emphasis at this stage is on short reading selections containing common words; phonics instruction; and writing, speaking, and listening activities to teach basic skills and build confidence.
2. **The Emerging Reader** (Reading levels 2.0–4.5) Emphasis at this stage is on literary and informational reading selections; phonics and other word recognition strategies; comprehension and critical-thinking strategies; and writing, speaking, and listening skills.
3. **Reading to Learn** (Reading levels 4.0–7.5) Emphasis at this stage is on expanding students' reading, thinking, writing, and oral communication skills, using reading materials typically found at home, at work, at school, and in the community.
4. **Reading for Work and Life** (Reading levels 7.0–9.5) Emphasis at this stage is on having students learn and apply reading, thinking, writing, and oral communication skills through themes and readings that are work- and life-oriented.

Components of the *Voyager* Series

Stages	Student Books (96 – 176 pages)	Reading Levels	Workbooks (48 pages each)	Teacher's Resource Guides
Learning to Read	Voyager Foundation Book (96 pages)	0.5 – 1.5	Voyager Foundation Workbook	Teacher's Resource Guide for Foundation Book and Voyager 1 (80 pages)
	Voyager 1 (128 pages)	1.0 – 2.5	Voyager 1 Workbook	
The Emerging Reader	Voyager 2 (128 pages)	2.0 – 3.5	Voyager 2 Workbook	Teacher's Resource Guide for Voyager 2 and 3 (80 pages)
	Voyager 3 (128 pages)	3.0 – 4.5	Voyager 3 Workbook	
Reading to Learn	Voyager 4 (160 pages)	4.0 – 5.5	Voyager 4 Workbook	Teacher's Resource Guide for Voyager 4 – 6 (96 pages)
	Voyager 5 (160 pages)	5.0 – 6.5	Voyager 5 Workbook	
	Voyager 6 (160 pages)	6.0 – 7.5	Voyager 6 Workbook	
Reading for Work and Life	Voyager 7 (176 pages)	7.0 – 8.5	Voyager 7 Workbook	Teacher's Resource Guide for Voyager 7 and 8 (80 pages)
	Voyager 8 (176 pages)	8.0 – 9.5	Voyager 8 Workbook	

▶ A Closer Look at the Student Books

Voyager contains nine student books.

Foundation Book

The first book is *Foundation Book*. This book has 28 lessons divided into five units. Units 1–3 contain 18 lessons and introduce the sounds and names of single consonants. Unit 4 contains five lessons that introduce the five vowels and the short vowel sounds in a word-family context. Unit 5 contains five lessons introducing common initial consonant blends.

The activities in each lesson give students opportunities to generate words containing the target letters and sounds, and to read and write sentences or stories that contain words with those letters and sounds. The lessons also include activities to build listening, speaking, and critical-thinking skills.

Student Books 1–8

▶ **Units:** Student books 1–8 are each divided into four units organized around themes relevant to adult life, such as Hopes and Dreams, Express Yourself, On the Job, and Resolving Conflict. Each unit contains three lessons in which students explore different aspects of the theme while working with activities that integrate reading, writing, listening, speaking, and thinking skills.

Each unit ends with (1) a one-page Writing Skills Mini-Lesson that teaches a specific writing skill, such as capitalization, and (2) a cumulative unit review that covers the main skills taught in the unit.

▶ **Lessons:** Lessons in student books 1–8 contain the following features:

Pre-Reading Activities: Each lesson begins with a pre-reading activity designed to activate student interest and prior knowledge, or to teach information needed to understand the reading at the heart of the lesson.

Reading Selections: Over the course of the series, students are exposed to a wide variety of authentic, high-quality reading selections. The readings are a rich mixture of short stories; poetry; drama; essays; adult student writings; informational pieces; and common documents, forms, and graphics.

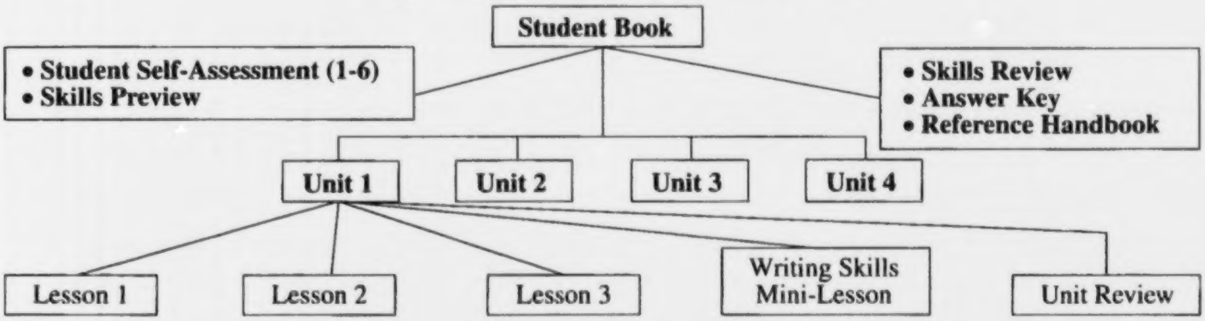
Post-Reading Activities: Through activities related to the reading selection and the unit's theme, students develop their vocabulary, comprehension, and higher-order thinking skills; build their writing competence; and work to master common documents, forms, and graphics. The blend of these features depends on the level of the book.

▶ **Assessment:** Each book begins with a Skills Preview and ends with a cumulative Skills Review. Books 1–6 also contain student self-assessments to use before beginning and after completing each book.

▶ **Answer Key and Reference Handbook:** Students can find an answer key and a reference handbook at the back of each book.

The diagram below shows the organization of Books 1–8.

Organization of *Voyager* Books 1-8



A Closer Look at Assessment

Assessment in *Voyager* is based on these principles:

1. **Assessment should inform instruction.** Assessment can monitor a student's progress, provide feedback and a framework for remediation, and determine mastery.
2. **Assessment should allow learners to express expectations and evaluate progress.** Specific instruments can help students express their goals and needs and evaluate what they have learned.
3. **Assessment should allow for measurement and documentation of a student's progress and educational gains.** Such documentation is essential for students, teachers, and schools.

Series Assessment Tools

This program provides these assessment tools:

- The **Placement Tool** will help you to place a student in the appropriate *Voyager* student book.
- **Student Interest Inventories** in Books 1–3 and **Student Self-Assessments** in Books 4–6 let students evaluate their level of activity and proficiency with various reading and writing tasks.
- The **Skills Preview** in each student book tests students' proficiency with the reading and writing tasks to be covered in the book.
- **Unit Reviews** test the key skills in the unit.
- The **Skills Review** in each student book tests the key reading and writing skills taught in the entire book.

Alternative Assessment Tools

You can utilize any of the following alternative assessment instruments with *Voyager.*

▶ Writing

Dialogue Journals: A student writes observations and ideas in a journal on an ongoing basis, and the teacher responds in the journal (see page 20).

Writing Portfolios: These are collections of student writings (see page 20).

▶ Personal Progress Portfolios

Working Folders: Students date and keep all their works-in-progress and finished work in their working folders. They also keep their "Student Progress Tracking Sheets" in this folder.

Progress Portfolios: Progress Portfolios let students demonstrate progress over time. PCMs have instructions for helping *Voyager* students evaluate the material in their working folders and assemble Progress Portfolios.

▶ Evaluation

Student conferences allow you to evaluate a student's portfolio. These conferences should help students to see their progress as well as show them areas that need improvement. A PCM is provided as a guide for conducting these conferences.

Main Purposes of Voyager Assessment Tools

	Inform Instructor	Empower Learner	Measure Progress
Series Assessments			
Placement Tool	X		
Student Interest Inventory		X	X
Skills Preview	X	X	X
Unit Review	X	X	X
Skills Review	X	X	X
Alternative Assessments			
Dialogue Journal	X	X	
Writing Portfolio	X	X	X
Personal Progress Portfolio	X	X	X

Voyager 4 Scope and Sequence

Unit	Lesson	Reading Selection	Genre	Reading Strategy
Unit 1: Staying Healthy	1	"I've Got to Change"	Fiction	Use your prior experience
	2	"Eat More Fruits & Vegetables"	Pamphlet	Set a purpose
	3	"How to Avoid Food That Makes You Sick"	Article	Predict content
	Writing Skills Mini-Lesson			
	Unit 1 Review			
Unit 2: Get That Job!	4	"Easy Job, Good Wages"	Fiction	Visualize
	5	"Determined to Find a Job"	Scenario and job application	Predict features
	6	"Tips for Job Hunting"	Article	Use your prior knowledge
	Writing Skills Mini-Lesson			
	Unit 2 Review			
Unit 3: A Sense of Community	7	"Make Sure What You're Looking at Is Really What You See"	Adult student writing	Use your prior experience
	8	"Let's Go Out"	Scenario and map	Predict features
	9	"Your Library: A Major Community Resource"	Brochure	Predict content
	Writing Skills Mini-Lesson			
	Unit 3 Review			
Unit 4: Crime and the Law	10	"Three 'Little' People Who Changed U.S. History"	Article	Use your prior knowledge
	11	"Americans Held Hostage"	Political cartoon and letters to the editor	Set a purpose
	12	"Crimebusters"	Fiction	Visualize
	Writing Skills Mini-Lesson			
	Unit 4 Review			

Reading and Thinking Skill	Writing	Speaking and Listening	Life Skill	TRG pages	Workbook pages
Recognize problems and solutions	Write a descriptive paragraph	Discuss	Read medicine labels	22–24	4–5
Apply information	Fill in a KWL chart	Discuss	Read a chart	24–25	6
Understand cause and effect	Create a chart	Ask questions	Fill in a medical history form	25–26	7–8
	Fix sentence fragments			26	9
				26	10–13
Understand cause and effect	Write a descriptive paragraph	Retell	Interpret newspaper want ads	27–28	14–15
Locate key facts	Fill in a personal information sheet	Discuss	Fill in a job application form	28–29	16
Identify the main idea	Write about an interesting job	Role-play	Fill in a job network web	29–30	17–18
	Fix run-on sentences			31	19
				31	20–23
Recognize problems and solutions	Write about a problem and a solution	Discuss	Use a phone book	32–33	24–25
Follow directions	Write directions	Give directions	Draw a map	33–34	26
Locate key facts	Write an announcement	Use telephone skills	Use the library	34–35	27–28
	Correct usage problems			35–36	29
				36	30–33
Apply information	Write your opinion	Discuss	Read a bar graph	37–38	34–35
Identify the main idea	Write a letter to the editor	Discuss	Analyze a political cartoon	38–39	36
Follow a sequence of events	Write a poem	Retell	Read a parking ticket	39–40	37–38
	Use apostrophes correctly			41	39
				41	40–43

Voyager 5 Scope and Sequence

Unit	Lesson	Reading Selection	Genre	Reading Strategy
Unit 1: Money Matters	1	"What's Eating Your Paycheck?"	Article	Set a purpose
	2	"Opening a Checking Account"	Scenario, chart, and bank signature card	Skim
	3	"$100 Dreams"	Article	Use your prior experience
	Writing Skills Mini-Lesson			
	Unit 1 Review			
Unit 2: On the Job	4	"I'm Not Making Coffee" and others	Adult student writing and poem	imagine
	5	"First Day on the Job"	Scenario, work order, and diagram	Use your prior experience
	6	"Problem Solving on the Job"	Memos	Use your prior knowledge
	Writing Skills Mini-Lesson			
	Unit 2 Review			
Unit 3: Making a Difference	7	"Shirley Chisholm"	Biography	Predict content
	8	"A New Voter in the West End"	Scenario and voter registration form	Skim
	9	"Volunteers in Schools"	Letters to the editor	Use your prior knowledge
	Writing Skills Mini-Lesson			
	Unit 3 Review			
Unit 4: Many Cultures	10	"The Eagle and the Spider" and others	Fables	Imagine
	11	"No Words to Say Good-bye"	Diary	Use your prior experience
	12	"The Struggle to Be an All-American Girl"	Essay	Set a purpose
	Writing Skills Mini-Lesson			
	Unit 4 Review			

Reading and Thinking Skill	Writing	Speaking and Listening	Life Skill	TRG pages	Workbook pages
Identify the main idea and details	Write an action plan	Summarize	Read a circle graph	43–44	4–5
Understand categories	Fill in a bank signature card	Role-play	Read a bank statement	44–45	6
Recognize problems and solutions	Write a short article	Interview	Understand a budget	45–47	7–8
	Capitalization rules			47	9
				47	10–13
Make inferences	Write a personal account	Discuss	Read workplace signs and symbols	48–49	14–15
Follow steps in a process	Write directions	Discuss	Read a diagram	49–50	16
Identify facts and opinions	Write a memo	Summarize	Read a time sheet and an invoice	51	17–18
	Subject-verb agreement			51–52	19
				52	20–23
Summarize information	Write an autobiography	Tell about someone	Read a brochure	53–55	24–25
Categorize information	Write a persuasive letter	Interview	Read community announcements	55–56	26
Identify facts and opinions	Write a letter to the editor	Discuss	Read bar graphs	56–57	27–28
	More on subject-verb agreement			57	29
				57	30–33
Compare and contrast	Write a fable	Tell a story	Read a map	58–60	34–35
Make inferences	Write a diary entry	Discuss	Read a schedule	60–61	36
Identify the main idea and details	Write an essay	Summarize	Read a chart	61–62	37–38
	Combining ideas			62	39
				62–63	40–43

Voyager 6 Scope and Sequence

Unit	Lesson	Reading Selection	Genre	Reading Strategy
Unit 1: Success at Work	1	"The Deli"	Personal account	Empathize
	2	"Evaluation Time"	Scenario and performance evaluations	Use your prior experience
	3	"How to Be Successful at Work"	Article	Skim
	Writing Skills Mini-Lesson			
	Unit 1 Review			
Unit 2: Taking a Stand	4	"The Right Thing to Do at the Time"	Story	Use your prior knowledge
	5	"Extraordinary People"	Biographical sketches	Predict content
	6	"I Have a Dream"	Speech	Use your prior knowledge
	Writing Skills Mini-Lesson			
	Unit 2 Review			
Unit 3: Relationships	7	"On Golden Pond"	Drama	Visualize
	8	"The Corn Planting"	Fiction	Imagine
	9	"Recent Trends in U.S. Living Arrangements"	Bar graphs	Use your prior knowledge
	Writing Skills Mini-Lesson			
	Unit 3 Review			
Unit 4: Insights	10	"The Story of My Life"	Autobiography	Imagine
	11	"A Fear I Had"	Adult student writing	Empathize
	12	"A Success as a Teacher and Builder"	Biographical article	Use your prior experience
	Writing Skills Mini-Lesson			
	Unit 4 Review			

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Reading and Thinking Skill	Writing	Speaking and Listening	Life Skill	TRG pages	Workbook pages
Understand cause and effect	Explain how to do something	Summarize	Read a paycheck stub	65–66	4–5
Identify facts and opinions	Write a performance evaluation	Role-play	Fill in a vacation request form	66–67	6
Identify the main idea and details	Write a business letter	Discuss	Read a bar graph	67–68	7–8
	Subject-verb agreement: *be* and *have*			68–69	9
				69	10–13
Identify theme	Write about an incident	Discuss	Read a political cartoon	70–71	14–15
Compare and contrast	Write a biographical sketch	Summarize	Read a map	71–72	16–17
Identify the main idea and details	Write an opinion	Read aloud	Read a line graph	72–73	18
	Commas in compound sentences			73	19
				74	20–23
Make inferences	Write dialogue	Read aloud	Read a map	75–76	24–25
Identify theme	Write a friendly letter	Discuss	Read a family tree	76–77	26–27
Identify facts and opinions	Write your opinion	Discuss	Read a double line graph	77–78	28
	Complex sentences			78	29
				78–79	30–33
Make inferences	Write the results of an interview	Discuss	Read a time line	80–81	34–35
Compare and contrast	Compare and contrast two things	Discuss	Fill in a hospital admission form	81–82	36–37
Understand cause-and-effect chains	Write a cause-and-effect paragraph	Tell a story	Read a circle graph	82–84	38
	Pronoun problems			84	39
				84	40–43

Overview of *Voyager 4, Voyager 5,* and *Voyager 6*

▶ Parts of the Books

Voyager 4, Voyager 5, and *Voyager 6* are each divided into four theme-based units to give students a meaningful context for their reading, writing, thinking, listening, and speaking activities.

The Four Units

Below is an overview of unit features in *Voyager 4, 5,* and *6.* Details and tips for teaching the lessons are in the Teacher's Notes (pages 21–84).

Unit Overviews The overview introduces the theme of the unit. The readings and activities throughout a unit are related to its theme.

Lessons Each unit has three lessons. Each lesson contains these features:

- **Learning Goals** a list of the main objectives of each lesson. Knowing the goals empowers students to take charge of the learning process.
- **Before You Read** a strategy to help students prepare for the reading selection. Students are encouraged to think about their own knowledge of or experience with the reading topic, or they are given essential background information.
- **Preview the Reading** suggestions for scanning the reading selection to get a sense of what the reading will be about
- **Use the Strategy** a reminder, to help students apply the reading strategy
- **Reading** a story, article, biography, essay, poem, or letter relating to the unit's theme
- **After You Read** questions, activities, and discussion topics to check students' comprehension of and reaction to the reading selection
- **Think About It** instruction and practice in a targeted reading and thinking skill
- **Write About It** instruction and guided practice in producing a piece of writing
- **Life Skill** instruction and practice in such everyday tasks as filling in forms and reading graphs, labels, and diagrams

Writing Skills Mini-Lessons Each unit has a one-page mini-lesson after the last lesson. The mini-lessons explore a particular issue of mechanics or sentence structure to help students master basic conventions of written English.

Unit Reviews The unit reviews recap the reading and writing activities in each unit. The writing process is introduced and used with one of the drafts written during the unit.

Before Starting the Units

Student Self-Assessment This assessment tool lets students evaluate their current level of activity and proficiency with a variety of everyday reading and writing tasks. Although it is self-assessment, you will need to work through it with each student.

Skills Preview The Skills Preview helps you diagnose how well students read independently and how well they write on a given topic.

While Working through the Units

Answer Key The Answer Key provides answers to exercises in the lessons, Writing Skills Mini-Lessons, and unit reviews.

Reference Handbook This handbook contains

- **Writing Skills:** a summary of the information in the mini-lessons
- **The Writing Process:** an outline of the five stages of the writing process

After Working through the Units

Skills Review The Skills Review is a cumulative review of the skills taught in *Voyager 4, 5,* or *6.* If students do well on the Skills Review, you should feel comfortable moving them on to the next *Voyager* book.

▶ How to Use *Voyager 4, 5,* and 6

You can use *Voyager 4, 5,* and *6* for one-on-one or group instruction. The Teacher's Notes that start on page 21 will guide you through each lesson in these books. You may adapt these notes to fit your specific needs.

Before you begin, read the "Suggestions for Teaching *Voyager 4, 5,* and *6*" on page 17. This material gives insight into the special needs of adult literacy students. It suggests specific strategies that have proven successful with adult students.

Begin your work by discussing students' educational goals with them. Describe ways in which you will help them reach those goals. Work through the assessment materials at the beginning of the book with each student to assess individual skill levels and needs.

As you work through *Voyager* with students, assess what material each student can do independently and on what type of material he or she needs guidance. Encourage as much independence as possible, but be careful not to frustrate students by having unrealistic expectations.

Adult students need a lot of feedback. Focus on the positive—what students have learned or accomplished. Keep in mind, however, that adult students can also detect insincere praise,.so be positive, but truthful.

Working with a Range of Students in a Group Setting

If you are involved in group instruction, your students' literacy levels may vary. Students may range from those who are relatively new to reading to those who need just a review before moving on. It is essential that you get to know your students as individuals with specific interests and skill levels.

Although students may be placed in a group based on their assessed reading level, you will find that adult students have diverse skills and skill levels. The following strategies can be used with a mixed-ability group:

- Work through the first unit of the *Voyager* book with the entire class. If some students move quickly through the material on their own, let those students work ahead in a lesson independently, drawing them back for small- and whole-group discussions, such as Talk About It, and for peer review of writing assignments.
- Involve more able students in peer tutoring. For instance, have students read to each other and review each other's writing and practice work.
- The more able students can do reinforcement and extension activities while the rest of the group finishes a lesson. They can complete the workbook pages that accompany the student book lesson. The workbook exercises are designed to be done independently and should not require teacher input. Extension activities are suggested in the Teacher's Notes.

Using the Student Self-Assessments

Before students begin *Voyager 4, 5,* or *6,* ask them to complete Student Self-Assessment #1. Point out that it will help you get to know the student better and will give the student a way to evaluate his or her progress over time. You may need to explain the meaning of some terms, especially in the section called "When I read, I can . . ." Then discuss each student's completed checklist individually. Use the checklist as a way for students to set goals for learning.

When students have finished the *Voyager* book, have them complete Student Self-Assessment #2 and compare this checklist with their answers on Self-Assessment #1. Discuss their progress and their ongoing goals.

Using the Skills Preview

Have students complete the Skills Preview independently. Allow plenty of time. Use the Skills Preview Answers and the Skills Chart to get a sense of the student's comfort level with material taught in that particular *Voyager* book. Discuss the results with the student.

If a student has great difficulty with the Skills Preview, consider using the previous *Voyager* book instead. Conversely, if a student has little or no difficulty, you can have the student complete the Skills Review. If this is also easily completed, consider using the next level *Voyager* book.

Working through the Lessons

The Teacher's Notes on pages 21–84 provide teaching suggestions for each lesson in *Voyager 4, 5,* and *6.*

Working with the Reading Selections

The reading selection is the heart of each lesson. Read the title aloud. Ask students to look at the art. Ask what they think the reading will be about. You can use the following strategies to help students better understand the reading.

- Guide students through Before You Read. Assure them that there are no right or wrong answers to these pre-reading activities. These activities both help them tap into knowledge they already have and also provide information they may need to fully understand the selection.
- Have students follow the instructions in Preview the Reading. By skimming the selection and noting any headings and illustrations, students will get an idea of the content, which helps promote comprehension.
- Be sure to have students use the Check-ins in the margins as reminders that they need to understand the previous content before going on. The Check-ins ask students to apply the reading strategy introduced in Before You Read. In the beginning lessons, suggest that students note in the margins or on separate paper their answers to Check-in questions. With practice, the use of the reading strategies should become second nature to students.
- Students should read silently most of the time. However, both you and the students should read aloud occasionally. When you read aloud, you model the fluency, pace, and inflections of good reading. When students read aloud, they build their oral reading skills. When asking students to read aloud, always give them a chance to read the selection silently first to gain confidence with the material.
- As students read, they may stumble on unfamiliar words. In *Voyager 4, 5,* and *6,* some of the difficult words are defined at the bottom of the page. Explain how to use footnotes. If students have trouble with a word that is not defined, encourage them to try to figure out the word from the context. For other decoding strategies, see PCM 8: Strategies for Recognizing Words.

Using the Answer Key

Encourage students to check and correct their own work. You should also check students' answers as they complete an exercise or lesson.

Using the Reference Handbook

You and your students can refer to the Reference Handbook at any time during *Voyager* instruction. Here are some tips:

- **Writing Skills** Have students refer to these pages whenever they are editing their writing.
- **The Writing Process** Refer students to this page when you introduce the writing process and whenever they do the writing portion of a unit review.

Using the Skills Review

Have students complete the Skills Review independently. Use the Skills Review Answers and the Evaluation Chart to help students evaluate their performance. Read what students wrote in the Write About It section, and give them feedback on all parts of the writing process.

Discuss the results with students. If a student struggled through or performed poorly on a section of the Skills Review, assess any problem areas. You may want the student to review the lessons or units in which these areas are covered before moving on to the next *Voyager* book.

Finally, have students fill in Student Self-Assessment #2. Discuss their progress and ongoing goals.

Suggestions for Teaching
Voyager 4, Voyager 5, and *Voyager 6*

▶ Purpose of *Voyager 4, 5,* and *6*

Voyager 4, 5, and *6* continue the *Voyager* approach of immersing students in the reading and writing processes. Students use reading strategies to help improve their reading comprehension. They analyze and discuss reading selections and practice such higher-order thinking skills as recognizing fact and opinion, applying information, inferring, and comparing and contrasting. Students use the writing process as they develop their writing skills. Students also develop real-life competencies such as reading schedules, graphs, and medicine labels.

After successfully completing these three books, students will have learned to

- work through theme-based units
- read various literary genres such as fiction, biography, essays, articles, drama, and poetry
- use a variety of reading strategies and skills to improve comprehension
- apply higher-order reading and thinking skills
- use the writing process to write letters, articles, stories, sketches, and other pieces
- read and interpret real-life materials such as forms, maps, diagrams, and charts

▶ Characteristics of Adult Learners

When working through these or other materials, keep in mind the following characteristics common to adult students:

Adult learners	**As a teacher or tutor of adult learners, you should**
want and deserve respect but may fear school	• stress accomplishments • give frequent praise • emphasize skills students already have
have a wealth of life experience	• emphasize how much students already can do • design some activities around students' interests and experiences
want to apply what they learn but may feel insecure about using new skills	• provide many opportunities for practice • model and/or practice skills before having students work independently
are accustomed to making decisions	• involve students in setting goals and objectives • offer choices of activities • respect the students' priorities
are busy people and may find planning for the future difficult	• help students prioritize learning goals • develop supplemental activities that speak to special interests • use time carefully

Adapted from *Teaching Adults: A Literacy Resource Book*, New Readers Press, 1994

▶ Working with Adult Student Readers

Voyager has been developed to help adult learners build their reading and writing skills. You can use a variety of strategies to help students build their reading skills and their self-confidence. Here are suggestions in four key areas: comprehension, decoding skills, life skills, and fluency.

Improving Comprehension

Even if students can read all the words in a passage, they may not understand the meaning of the whole passage. Or they may understand on a literal level, but not on a higher level of comprehension. Developing students' ability to infer, analyze, and evaluate is key to building their ability to fully comprehend and appreciate a reading selection. Experience and research have shown that students get more out of reading if they use strategies that engage them actively in the reading process, for example:

- **Pre-reading strategies** include setting a purpose for reading, activating prior knowledge and experience, skimming, and acquiring necessary background knowledge. In addition to the pre-reading activities in the student books, using graphic organizers encourages active reading. (See, for example, PCM 1: KWHL Chart.)
- **During-reading strategies** include predicting what might happen next, visualizing characters and settings, and empathizing with the characters. Check-ins remind students to apply these strategies as they read.
- **Post-reading strategies** Skill-building activities in Think About It are designed to help students develop such higher-order comprehension skills as identifying main ideas and details, inferring, recognizing cause and effect, locating key facts, applying information, and identifying problems and solutions. The Teacher's Notes in this book suggest ideas for practicing and extending the skill taught in each lesson.

Improving Decoding and Word Recognition Skills

Students reading at levels 4–6 have a fairly large sight vocabulary and can decode many unfamiliar words. However, they need to continue developing their decoding skills. Here are some tools to use in helping them build those skills:

- **PCM 8: Strategies for Recognizing Words** This resource offers tips for decoding and recognizing unfamiliar words. The tips include using context clues and structural analysis (dividing longer words into their component parts). You can use PCM 8 whenever students need to practice these skills.
- **Published dictionaries** It is important to determine if students know how to use a dictionary. If some students have not used a dictionary, teach them how to use the guide words to find words. Give them practice looking up words, using pronunciation guides, and reading definitions. (Select words from the student book lessons, or create your own lists.) Use words in sentences to give students practice in selecting the definition that fits a specific context.
- **Personal dictionaries** Students can develop their own dictionaries to help them learn sight words. Have them label each page of a notebook with a letter of the alphabet. They can write a word they want to learn and a sentence containing that word on the appropriate page. Students can also create special pages for different contexts, such as work, school, family, or other topics that interest them.

Improving Life Skills Reading

Life skills reading refers to the written material that we must read and interpret daily. This broad category includes phone books, medicine labels, signs and symbols, bank statements, diagrams, maps, graphs, job application forms, want ads, and other such materials. To master life skills materials, students must both understand the information and also apply it to their own lives. For instance, students need to be able to read the information on a bottle of aspirin, and then take the prescribed dosage.

Each lesson in *Voyager 4, 5,* and *6* provides practice with a particular type of life skills reading. A wide variety of material is presented. In addition, you and your students can build a collection of life skills reading specifically relevant to their lives. Ask students to bring in reading materials they feel are important. The materials may be job-related (e.g., their weekly schedule or a copy of an important memo); financial (e.g., blank credit card applications); medical (e.g., an insurance form); or anything else your students need to use. You can develop activities with the materials, but be sure to delete any personal information first.

Improving Fluency

Independent Reading The more students read, the more fluent they will become. In addition to working through *Voyager,* adult students should be exposed to a wide variety of other reading materials—magazine articles, stories, newspapers, and so forth. Many public libraries have materials for adults with limited reading skills. You can also get the weekly newspaper *News for You,* as well as high-interest, low-reading-level books—both fiction and informative reading—from New Readers Press.

Reading Aloud Regular practice in reading aloud will help students develop oral reading fluency. After they have read a selection silently, you can have volunteers read aloud part or all of the selection, depending on its length.

▶ Working with Adult Student Writers

Accomplished writers have generally gained control over the mechanics of writing and can concentrate on the composing aspects. Adult student writers, however, still struggle with both aspects of writing. Here are some strategies to help adult students build their writing skills and their self-confidence.

Keep in mind these general tips for helping students improve their writing skills:
- Provide frequent uninterrupted times for writing.
- Let students choose topics that interest them.
- Allow more time for actual writing than for practicing writing skills.
- Carry out each writing assignment yourself, and share your writing with students.
- Talk about the writing process as students write.

The Writing Process

Accomplished writers don't simply get an idea, write it down, and produce a final piece. But inexperienced writers don't know that. They need to be taught that good writing usually involves a process that includes these stages:

1. **Prewriting:** Decide on a topic; generate and organize ideas.
2. **Drafting:** Get ideas down on paper in sentences and paragraphs.
3. **Revising:** Clarify, expand, and refine the content.
4. **Editing:** Correct errors in grammar and mechanics.
5. **Recopying:** Write a final draft, and share it with others.

To begin a discussion of the writing process, ask students to describe what they do when they write. As they describe their processes, name the stages for them:

Student: "First I write the whole thing all at once. Then my wife checks my spelling and punctuation for me."

Instructor: "Your first step is called writing a draft. When your wife checks for errors, she is editing your work. Both of these steps are stages in the writing process."

Show students the summary of the writing process in the Reference Handbook in the back of their books. Briefly explain the stages. Do one or both of the following:
- Use a piece of your own writing to illustrate the stages. Show students your first draft, explain how you revised and edited the piece, and show them your final draft.

- Work with students as they do the writing section of each lesson. Help them choose topics and brainstorm ideas about them. Model ways they can plan what to write before they write a draft. During the Writing Process section of each unit review, help students revise, edit, and recopy the draft they choose.

When students are prewriting, help them use simple outlines, lists, or graphic organizers to organize their thoughts. Several PCMs in this book can be used to help students generate and organize ideas.

Each time students begin a piece of sustained writing, encourage them to refer to the Reference Handbook in their student book.

Journals

Keeping a journal will help students become comfortable with the flow of writing. Encourage students to write their thoughts, activities, or whatever they would like in a daily or weekly journal. Emphasize that journals don't need to be revised or edited.

- **A personal journal** includes a student's thoughts, feelings, or observations on anything of interest. Students can keep these journals private or share them if they choose to.
- **A dialogue journal** is a written dialogue between you and the student. The student shares thoughts, feelings, and observations. You read what the student has written and write responses. You should not correct the student's writing. You may, however, model corrections in your responses. For example, if the student has misspelled a word, you can use the correctly spelled word in your response.

Writing Portfolios

Writing portfolios document the variety of writing your students do, and they provide an effective way for you to review and evaluate a student's work. More important, they let students see their own progress over time. Seeing progress is one of the most important factors in developing confidence in their writing. In addition, writing portfolios can demonstrate a student's

- ability to communicate
- use of the writing process
- scope of writing
- mastery of specific tasks

To make a writing portfolio, have students date all their writings and keep them in a working folder. Review these writings together periodically, and discuss areas of improvement. Students can select special pieces to place in a writing portfolio or in a more comprehensive progress portfolio. Here are some tips for developing either type of portfolio:

- If a student takes a piece of work through the writing process, staple the drafts together with the final product on top. Date all drafts.
- Have students use PCM 10: Tips for Preparing a Progress Portfolio to select pieces from their working folders to include in their portfolio. Have them explain why they chose those pieces.
- Use PCM 11: Portfolio Conference Questionnaire to help students evaluate their progress.

About Spelling

Students need to understand that while spelling is important in effective writing, becoming a good speller is a long-term process. They need not correct every spelling error in every piece. Take a long-term approach by following these suggestions:

- Have students keep a personal spelling list. They can label each page of a notebook with a letter of the alphabet. They should write words they want to know how to spell on the appropriate pages. They might also include a sentence for each target word.
- Base spelling assignments on words that students want or need to know. Make lists of words that students commonly use and misspell.
- Look for patterns in students' errors, and teach rules that relate to the most common mistakes.

Voyager 4 Teacher's Notes

Pre-Assessment

Before you begin Unit 1 with students, have them complete the Student Self-Assessment and the Skills Preview at the beginning of *Voyager 4* (see Using the Student Self-Assessments, page 15, and Using the Skills Preview, page 15).

In addition to *Voyager 4,* students will need

- folders in which to keep their finished work and their work in progress (see Working Folders, page 7)
- a spiral-bound or three-ring notebook to use as a personal dictionary (see Personal Dictionaries, page 18)
- a spiral-bound or three-ring notebook to use as a personal spelling list (see page 20)

▶ Unit 1: Staying Healthy

Part of Unit	Voyager 4 pages	TRG pages	Workbook pages
Overview	13	21 – 22	
Lesson 1	14 – 23	22 – 24	4 – 5
Lesson 2	24 – 31	24 – 25	6
Lesson 3	32 – 41	25 – 26	7 – 8
Writing Skills Mini-Lesson	42	26	9
Unit 1 Review	43 – 44	26	10 – 13

Student Objectives

Reading

- Read a story, a pamphlet, and an article.
- Apply the reading strategies of using prior experience, setting a purpose, and predicting content.
- Recognize problems and solutions, apply information, and understand cause and effect.

Writing

- Write a paragraph, fill in a KWL chart, and create a chart.

Speaking and Listening

- Retell, discuss, and ask questions.

Life Skill

- Read medicine labels, read a food chart, and fill in a medical history form.

▶ Unit 1 PCMs

PCM 1: KWHL Chart
PCM 4: Problem/Solution Work Sheet
PCM 5: Cause-and-Effect Chart
PCM 8: Strategies for Recognizing Words
PCM 9: Student Progress Tracking Sheet

▶ Personal Dictionaries and Spelling Lists

Encourage students to add words they would like to learn to their dictionaries and spelling lists during each lesson in Unit 1.

▶ Word Recognition Strategies If students need practice with recognizing words, distribute copies of PCM 8 for them to work with.

Unit 1 Overview (p. 13)

The overview introduces the theme "Staying Healthy" and encourages students to relate to it personally before they begin Lesson 1. Call attention to the art, and discuss how it relates to the theme. Read the overview to students, or ask for volunteers to read it aloud. Discuss students' answers to the questions.

Be an Active Reader Explain that experienced readers are active readers—they think about the information they are reading and try to figure out words or ideas they don't understand. Encourage students to mark things they don't understand with question marks and underline any words they don't know. Tell them they will return to any marks they make after they have finished the entire selection.

Note: Some scientific and medical terms in Unit 1 may not be included in students' dictionaries. Be prepared to pronounce them for students and offer a brief definition when appropriate.

Lesson 1 (p. 14)

Learning Goals Discuss the learning goals. Explain that Lesson 1 will focus on these goals.

Before You Read Point out that students will apply the strategy of using their prior experience as they read the story in this lesson. Explain that experienced readers use their own experience to help them understand what they read.

Read the paragraph and the checklist. Encourage students to check off any health tip they have used. Explain that their knowledge of such tips may help them to relate to the main character in the story.

Preview the Reading Read the text, and demonstrate to students how to preview a reading. Point out the title. Point out the illustrations, asking pertinent questions such as "What seems to be happening in this picture?" and "How does the character appear to be feeling?" Encourage students to imagine what changes Pat will consider.

Use the Strategy In Before You Read, students began working with a reading strategy. Use the Strategy encourages students to continue to apply this strategy as they read. One or more Check-ins within the reading selection also remind students to apply the strategy as they read. Discuss the questions. Tell students to try to follow the directions as they read the selection.

"I've Got to Change" Have students read the story silently. Be sure students use the Check-ins to help them apply the strategy of using their experience to better understand the reading. Encourage students to mark the text as explained in Be an Active Reader on page 13 in *Voyager 4*.

You may want to assign volunteers the roles of Pat and the other characters—including a narrator—to read aloud.

At the end of the selection, have students reread sections they marked to see if they can understand those sections now. If not, have them discuss the sections with a partner or with you. If students are unable to figure out the words they underlined, have them use PCM 8. If they still have trouble with words, encourage them to use a dictionary.

If students need help using a dictionary, demonstrate how. Then give them practice in looking up words, using the pronunciation guide, and determining which definition applies.

"Laughter Is Good Medicine" Explain that cartoons often deal with serious issues—in this case, dieting. Ask students to read the cartoon silently. Then ask for a volunteer to read it aloud. Ask if students can relate to Charlie Brown or Snoopy. Discuss why Snoopy throws his dish at Charlie Brown. Finally, discuss why we enjoy cartoons about serious issues—because it's easier to look at such matters if we approach them with humor.

After You Read

A. Have students answer questions 1–4 independently and check their answers in the Answer Key. Discuss their answers. To improve reading comprehension skills, have students find evidence for the correct answers in the selection.

   For question 5, explain that students should tell the events in the story in their own words, in the order in which they occurred. Suggest they start retelling by saying, "'I've Got to Change' is about . . ."

B. Have students look at the list in Before You Read to get started. Ask them to list three to five more tips and share them with the class.

C. Have students discuss the questions in pairs or small groups. Encourage them to consider their own experience and the experiences of friends and family as they answer the questions. Ask volunteers to share their answers with the entire group. If students answer the questions in writing, encourage them to write in a personal or a dialogue journal. (See Working with Adult Student Writers, page 19.)

Extending the Reading Ask students to discuss some common health concerns. Encourage them to use a phone book or newspaper to find possible sources of help for various health problems. Then have them share this information with the class.

Think About It: Recognize Problems and Solutions On the board, write the headings *Problem, Cause,* and *Solution.* Use a simple example to introduce the concept of recognizing problems and solutions (e.g., *"Dominic often overslept and was late for work. He was in danger of losing his job. Dominic realized the cause of his problem—he stayed up too late. So he went to bed earlier and stopped oversleeping. Now he gets to work on time."*). Ask students to identify problem, cause, and solution in the example. List them under the correct headings.

Read the introductory paragraphs as students follow along. Mention that students recognize problems and solutions in their own lives every day, and that they can apply this skill to help them understand many things they read as well.

A. Read this section aloud. Ask students to write answers to the questions independently. Then read the final paragraph. Ask, *"Were your answers similar to the explanation here?"*

B. Explain that students will identify the components of Pat's solution in this Practice. Work through question 1 with students. Let them do questions 2–4 on their own.

Talk About It Have students complete the chart on their own; then have them discuss their answers with a partner. Have students discuss whether their eating habits are healthful or not and why.

Extending the Skill Use PCM 4. Ask students to write down a problem they or someone they know has. Have them identify the cause or causes and a possible solution. As an example, repeat the scenario about Dominic in Think About It above, or summarize the central problem and solution in "I've Got to Change." Next, have students work in pairs to read each other's problem, cause, and solution. Then ask students to brainstorm other possible solutions to each problem. Finally, have students evaluate the solutions and choose the best one. Have them date their work sheets and put them in their working folders.

More Practice *Voyager 4 Workbook* p. 4. The workbook exercises are designed to be done independently. They should not require teacher input.

Write About It: Write a Paragraph About Pat Read the first two paragraphs aloud. Point out examples of paragraphs in students' books and in other materials. Explain that three common methods can indicate a paragraph: indenting the first line, double spacing between paragraphs, or both.

Be sure students understand that all sentences in a paragraph relate to the same main idea. Remind students that the main idea is the main point that a writer wants to make. Explain that while many paragraphs contain a topic sentence, many others do not—the main idea is expressed over the course of the entire paragraph. This is particularly true of narratives like "I've Got to Change."

A. Read the directions. Ask students to write the remaining details themselves.

B. Read the directions. Encourage students to write paragraphs on their own. If necessary, help reluctant writers with the first detail sentence. Next, have volunteers read their paragraphs. Discuss how the details give information about the main idea, which is summed up in the topic sentence. Have students date their writing and put it in their working folders.

Life Skill: Read Medicine Labels Read the first paragraph. Discuss the importance of reading medicine labels correctly.

Have students pair off to define the three vocabulary words. Check their definitions.

Read the list of guidelines, or ask students to take turns reading it aloud. Ask students to offer other guidelines they may know. Discuss the dangers of failing to follow any of the guidelines.

Practice Provide empty nonprescription or prescription pill bottles, or ask students to bring some to class. Have students read the labels. If the labels contain unfamiliar or hard-to-decode words, help students find them in a dictionary. Stress the importance of knowing all the information about any medicine they take.

Progress Evaluation Have students fill in copies of PCM 9 to include in their working folders.

Lesson 2 (p. 24)

Learning Goals Discuss the learning goals. Explain that Lesson 2 will focus on these goals.

Before You Read Point out that students will practice the strategy of setting a purpose as they read the chart and pamphlet in this lesson. Explain that experienced readers read for a purpose and have questions in mind before they begin to read.

Read the paragraph. Encourage students to write a few questions about the nutritional benefits of fruits and vegetables. Explain that they can look for the answers to their questions as they read.

Preview the Reading Have students read the directions and preview the selection. List on the board the kinds of information they expect to learn.

Use the Strategy See Lesson 1 notes.

"Eat More Fruits & Vegetables" Explain that pamphlets are written for a specific purpose, often to highlight important information about a topic. By scanning the section headings in the pamphlet, students can quickly get an idea of the information in the pamphlet. Explain how to use the footnotes to learn definitions of selected words.

Have students read the selection silently. Be sure students use the Check-ins to help them apply the strategy of setting a purpose. Encourage students to mark the text, as active readers do. At the end of the selection, have students check any questions they had to make sure they understand the text now. Encourage students to add any words they want to learn to their personal dictionaries.

After You Read

A. Follow the approach for questions 1–4 in Lesson 1.

B. Have students review the pamphlet as they answer the questions.

C. See Lesson 1 notes.

Extending the Reading Provide or ask students to bring charts and pamphlets on food and nutrition from local grocery stores or health clinics. Have students work in pairs to read the charts and pamphlets, noting what they already knew about the topic and what new facts they learned.

Think About It: Apply Information Read the introductory paragraph. Ask students to think about information they have read and how they have applied it to their own lives (e.g., studying the rules of the road when they learned to drive or following recipe directions step by step). List their responses on the board.

A. Read this section aloud. Ask students to use the chart to answer the question independently. Then have them share their responses.

B. Have students do the Practice for homework. During the next class, ask students to discuss which fruits and vegetables they currently eat and which they have tried for the first time.

Extending the Skill Have students share favorite recipes containing fruits or vegetables. Encourage students to try a new recipe at home. Discuss which recipes students like best and why.

More Practice *Voyager 4 Workbook* p. 6

Write About It: Fill In a KWL Chart Read the first paragraph. After students understand what a KWL chart is for, have them copy the headings on separate paper or provide them with copies of PCM 1. If you use PCM 1, tell them that they can write, "Read the article 'On the Go with Good Food'" in the *H* column, "How I Will Learn It."

A. Before students read the article, discuss what good foods they know they can eat if they are on the go. Point out that by filling in this chart, they are setting a purpose for reading the article and applying the strategy they used earlier.

B. Have students complete the last column on the KWL chart. Ask them to share with a partner or with the entire class what they have learned from the article. Have students date their charts and put them in their working folders.

Life Skill: A Closer Look at a Food Chart Read the first paragraph. Discuss with students the elements in a chart.

Have students read the second paragraph and then skim the chart to answer the question. Be sure they have read the chart correctly.

Practice Have students read the chart and answer the questions independently.

Progress Evaluation Have students fill in copies of PCM 9 to include in their working folders.

Lesson 3 (p. 32)

Learning Goals Discuss the learning goals. Explain that Lesson 3 will focus on these goals.

Before You Read Point out that students will practice the strategy of predicting content as they read the article in this lesson. Explain that trying to predict what information an article will include can help them understand what they read.

Read the paragraph. Encourage students to write down a few kinds of information they think they might read in the selection.

Preview the Reading Have students read the directions and preview the selection. List their predictions on the board.

Use the Strategy See Lesson 1 notes.

"How to Avoid Food That Makes You Sick" Have students read the selection silently. Be sure students use the Check-ins to help them apply the strategy of predicting. Help with the pronunciations of scientific terms, if necessary. Encourage students to mark the text, as active readers do. At the end of the selection, have students check any marks they have made.

After You Read

A. Follow the approach for questions 1–4 in Lesson 1.

B. Have students compare the predictions they made with what they found in the article. You may also want to mention other techniques used to keep food safe, such as irradiation.

C. See Lesson 1 notes.

Extending the Reading Provide samples of safe-handling directions from packages of meat, fish, or poultry bought from a store. Ask volunteers to read the directions and discuss them.

Think About It: Understand Cause and Effect Read the introductory paragraph. Ask students to give examples of cause and effect from their own experience.

A. Point out the use of cue words often found in cause-and-effect statements.

Write the headings *Cause, Cue words,* and *Effect* on the board. Work through the three examples with students, listing the correct information from each example under the appropriate heading. Be sure they understand that a statement sometimes mentions the effect before the cause (as in the third example).

B. Work through the first statement with students. Have them complete 2–7 on their own.

Talk About It Allow students to share their questions. Compile a class list.

Extending the Skill Use PCM 5. Provide or have students bring to class newspaper articles about nutrition and food-related topics. Have students work in pairs to look for cause-and-effect relationships and note them in the boxes on their copies of the PCM. Tell them also to note any cue words they find. Have students date their papers and put them in their working folders.

More Practice *Voyager 4 Workbook* p. 7

Write About It: Create a Chart Read and discuss the first paragraph. Then read the assignment.

A. Discuss the elements in the sample chart before students create their own charts. Have volunteers suggest means of proper storage, preparation tips, and internal cooking temperature before they begin to write.

B. Help students create their own charts. You may want to suggest or have on hand other sources of information to fill in the chart. Have students date their charts and put them in their working folders.

Life Skill: Fill In a Medical History Form Read the introductory paragraph. Point out how important it is to put the correct information on a medical history form. Discuss what might happen if incorrect or inaccurate information is given.

Read the form with students. Interpret any unfamiliar terminology. Discuss the most common allergies that people have. List on the board illnesses students have had other than the ones listed on the form.

Practice Have students complete the form. Tell them they have the option of making up information rather than listing personal information, if they prefer.

Progress Evaluation Have students fill in copies of PCM 9 to include in their working folders.

Writing Skills Mini-Lesson: Fixing Sentence Fragments (p. 42)

Read and discuss the first paragraph. You might want to have students identify some of the subjects and verbs in the paragraph.

1. Read and discuss the first example. Point out why the fragment is not a sentence. By adding a verb and other words, you can make the fragment into a complete sentence. Ask students for other examples of fragments and how the fragments can be fixed by adding a verb and/or other words.
2. Read and discuss the second example. Explain that a dependent clause begins with a connecting word, such as *if,* and cannot stand alone. Ask students for other dependent clauses, and have them suggest how the clauses can be made into complete sentences.

Practice If students are having trouble identifying fragments and complete sentences, go over the paragraph with them, underlining fragments that need to be fixed. Then have students complete the exercise independently.

More Practice *Voyager 4 Workbook* pp. 9 and 13

Unit 1 Review (p. 43)

Explain that this review will help students evaluate what they have learned in Unit 1. Give students plenty of time to complete the review.

Reading Review Have students read the story and complete the questions independently.

Writing Process Before students begin the Writing Process, have them turn to page 160 in the student book. Discuss the five steps of the writing process. Explain that students have already completed steps 1 and 2 for the two pieces they wrote in Unit 1. Help students locate the draft they would like to work with further. Work with students as they revise, edit, and create a final draft.

To help students with revising, go over the questions at the bottom of page 44 in the student book. When they get to the editing stage, remind students to locate and fix any fragments, making sure all of their sentences are complete. Have students date their writing and put it in their working folders.

More Practice *Voyager 4 Workbook* p. 10

Extending the Theme To extend the theme "Staying Healthy," explore with students the benefits of exercise. Have them complete the first two columns of PCM 1. Ask them to bring in articles, brochures, or books to help them learn what they want to know. Then have them fill in the third column of the PCM. Students can work in pairs or groups to help each other locate information. Then have students complete the last column of their charts.

Final Note Review with students the copies of PCM 9 that they placed in their working folders. Ask what additional help they think they need with material from the three lessons and the Writing Skills Mini-Lesson in Unit 1. Discuss possible ways of meeting those needs.

▶ Unit 2: Get That Job!

Part of Unit	Voyager 4 pages	TRG pages	Workbook pages
Overview	45	27	
Lesson 4	46 – 55	27 – 28	14 – 15
Lesson 5	56 – 63	28 – 29	16
Lesson 6	64 – 73	29 – 30	17 – 18
Writing Skills Mini-Lesson	74	31	19
Unit 2 Review	75 – 76	31	20 – 23

Student Objectives

Reading

- Read a story, a job application, and an article.
- Apply the reading strategies of visualizing, predicting features, and using prior knowledge.
- Understand cause and effect, locate key facts, and identify the main idea.

Writing

- Write about a dream job, fill in a personal information sheet, and write about an interesting job.

Speaking and Listening

- Retell, discuss, and role-play.

Life Skill

- Interpret want ads, fill in a job application, and fill in a job network web.

▶ Unit 2 PCMs

PCM 1: KWHL Chart
PCM 2: Main Idea and Details Organizer
PCM 5: Cause-and-Effect Chart
PCM 8: Strategies for Recognizing Words
PCM 9: Student Progress Tracking Sheet

▶ Personal Dictionaries and Spelling Lists

Encourage students to add words they would like to learn to their dictionaries and spelling lists during each lesson in Unit 2.

▶ Word Recognition Strategies If students need practice with recognizing words, distribute copies of PCM 8 for them to work with.

See Lesson 1 notes for lesson segments not addressed in these notes.

Unit 2 Overview (p. 45)

The overview introduces the theme "Get That Job!" and encourages students to relate to it before they begin the unit. Call attention to the art, and discuss how it relates to the unit theme. Read the overview to students, or ask volunteers to read it.

Be an Active Reader See Unit 1 notes.

Lesson 4 (p. 46)

Learning Goals Discuss the learning goals.

Before You Read Read the first paragraph aloud. Point out that students will practice the strategy of visualizing to better understand "Easy Job, Good Wages." Explain that experienced readers visualize, or picture in their minds, what they read.

Read the pre-reading activity aloud. Encourage students to visualize easy and difficult jobs, and ask volunteers to describe what they visualize.

Preview the Reading Have students read the directions and preview the selection. Have them share what they imagine they will find in some of the paragraphs.

"Easy Job, Good Wages" Have students read the story silently. Be sure students use the Check-ins to help them apply the strategy of visualizing. Encourage students to mark the text, as active readers do. At the end of the selection, have students check any marks they have made.

Have volunteers read the story aloud. Discuss how picturing what is happening to the character helps students identify with him more fully.

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After You Read

B. Have students recall the mental pictures they formed as they read the story and suggest different ways the job could have been done. Compile a class list of suggestions.

Extending the Reading Have students work in small groups. Have each group choose a different job to think about. Have them create a list of questions that a job seeker might ask an employer about the job they chose. Discuss the various lists.

Think About It: Understand Cause and Effect Review with students the concept of cause and effect. Ask if they can suggest a few everyday examples. Write each example with the cause stated before the effect (e.g., "Soo Young's car wouldn't start, so she was late for her appointment") and then with the effect stated before the cause (e.g., "Soo Young was late for her appointment because her car wouldn't start").

A. Read as students follow along. Ask students to answer the question. Discuss their responses.

B. Work through the first passage in the Practice. Help students identify the cause and the effect correctly. Have students do 2–5 on their own.

Talk About It Suggest students jot down a short sequence of events or time line to help them remember the story. Remind students to include all the details they visualized as they read the story the first time. Students might also consider why both brothers responded to the same want ad and what they learned from their experience.

Extending the Skill Use PCM 5. Provide a newspaper or magazine article that contains several cause-and-effect relationships. Try to find one on a job- or economy-related topic. Have students work with a partner or small group to identify causes and effects and to fill in PCM 5. Have students date their charts and put them in their working folders.

More Practice *Voyager 4 Workbook* p. 14

Write About It: Write About Your Dream Job Read the first paragraph aloud. Ask students to picture the type of job that they would like and that would best use their skills and abilities. List volunteers' responses on the board.

Review with students the concepts of main idea, topic sentence, and details. Read "My Dream Job" aloud, pointing out the topic sentence that states the main idea at the beginning of the paragraph. Work with students to identify the supporting details in the other sentences. Give students copies of PCM 2 to help them identify the details and see the relationships between them and the main idea.

Be sure students answer the questions and fill in the details about their dream job before they write their paragraphs. Remind students to begin their descriptions with a topic sentence and to use their information sheet to complete their paragraphs. Ask volunteers to share their completed paragraphs with the class. Have students date their writing and put it in their working folders.

Life Skill: Interpret Want Ads Read the introductory paragraph. Discuss how important it is for students to know how to read want ads when they are looking for a job.

Ask students to take turns spelling aloud the abbreviations and reading the words they stand for. Ask if they know other help-wanted abbreviations. If so, list the abbreviations on the board. Have students work independently to read the sample want ad and interpret the abbreviations. Discuss their answers.

Practice Have students do the exercise independently or with a partner.

Extending the Life Skill Distribute copies of newspaper want ads. Have students find the abbreviations in each want ad and tell what they mean. Encourage students to develop a glossary of want ad abbreviations to add to their personal dictionaries.

Progress Evaluation Have students fill in copies of PCM 9 to include in their working folders.

Lesson 5 (p. 56)

Learning Goals Discuss the learning goals.

Before You Read Tell students that they will practice the strategy of predicting features as they read the job application. Explain that this will help students be better prepared to answer the questions on such a form.

Read the first paragraph and pre-reading activity aloud. Ask students to check off those questions they think will be asked on a job application.

Preview the Reading Have students read the directions and preview the selection. List the different kinds of information on the board. Ask a volunteer to respond to the second question.

"Determined to Find a Job" Have students read the scenario, the tips, and the filled-in job application form silently. Encourage them to mark the text, as active readers do. When they finish reading, have them check any marks they have made.

After You Read

B. Have students check their predictions with the actual questions on the form before they answer the question. Make sure students understand that employers cannot legally ask about an applicant's age, marital status, race, religion, or national origin except when the job qualifications require the information.

Extending the Reading Discuss the types of questions the grocery store manager would ask Kim during a job interview. Then have pairs of students role-play the job interview. If there is time, have pairs reverse roles so that students have a chance to play both interviewer and applicant. Discuss students' reactions.

Think About It: Locate Key Facts Read and discuss the introductory paragraphs. Ask students to locate the section headings *Education* and *Previous Employment* on the application form in the lesson.

A. Read this section aloud. Make sure students know the distinction between education and training, and between certificates and licenses. Discuss how the term *skills* is used in this section. List students' suggestions of various job skills on the board.

B. Have students do the Practice independently. Discuss their work.

Talk About It Encourage students to review Kim's responses on her job application and use them as a basis for their decision. Have them give specific reasons they would or would not hire Kim.

Extending the Skill Bring in or ask students to get application forms from local businesses, such as grocery stores, restaurants, hardware stores, libraries, and manufacturing companies. Then have students compare the kind of information they are expected to fill in on each form.

More Practice *Voyager 4 Workbook* p. 16

Write About It: Fill In a Personal Information Sheet Read the first paragraph aloud. Discuss each of the form's components and how important it is to know this information when looking for a job. After they complete the form, students may want to prepare a similar information sheet to take home.

Life Skill: Fill In a Job Application Form Refer students to the tips on how to fill in a job application form on page 57 in the student book. Have them read through the form to see if they understand what kind of information is being asked under each section heading. Explain that much of the data on their personal information sheet can be used to complete the job application form. Make sure students understand the final paragraph about authorization to contact references, and the fact that lying on a job application form can lead to being fired from a job. Tell students to print neatly or write legibly to complete the application form.

Progress Evaluation Have students fill in copies of PCM 9 to include in their working folders.

Lesson 6 (p. 64)

Learning Goals Discuss the learning goals.

Before You Read Point out that students will practice the strategy of using their prior knowledge as they read the article in this lesson. Remind them that thinking about what they already know about a topic before they begin to read helps them to better understand what they read.

Read and discuss the pre-reading activity. Have students write down ideas they would include in an article about job hunting and then share them with the class.

Preview the Reading Have students read the directions and preview the selection. Ask if any of the students' ideas noted in Before You Read have been included.

"Tips for Job Hunting" Have students read the selection silently. Be sure students stop for the Check-ins to help them apply the strategy of using their prior knowledge as they read the article. Encourage students to mark the text, as active readers do. At the end of the selection, have students check any marks they have made. Discuss how the frequent headings, bulleted list, and diagram help show how the information is organized.

After You Read

B. Have students form pairs or small groups to discuss the additional tips about job hunting. Also have them share and discuss any information they noted in Before You Read that was not mentioned in the article.

Extending the Reading Encourage students to think carefully and to list the skills and abilities they have that could help them get and keep a job. Remind them that skills used by homemakers and volunteers—such as organizational or money-handling skills—can be valuable to an employer. Have them note what kinds of jobs they have had and what kinds they are interested in. Help them consider other jobs that match their skills and abilities. Have students date their lists and put them in their working folders.

Think About It: Identify the Main Idea Read and discuss the introductory paragraph.

A. Read the first paragraph. Ask a volunteer to read the first section of the article aloud. Discuss how the suggested main idea is the most important point of the section. Have a volunteer read the section "Brush Up Your Skills" and suggest how to sum up its main point.

B. Have students work with a partner or small group to complete the Practice.

Talk About It Before role-playing, partners should decide on the type of company they are interested in. Have pairs make up a list of questions an interviewer would ask a job applicant, such as "Why do you want to work for this company?" and "What skills and abilities do you bring to this job?"

Extending the Skill Find an article with a clear main idea and details, preferably related to job-seeking. Have students read the article and use PCM 2 to identify the main idea and details. If the article is divided into sections, each with its own main idea, provide a suitable number of copies of PCM 2. Have students date their papers and put them in their working folders.

More Practice *Voyager 4 Workbook* p. 17

Write About It: Write About an Interesting Job Read and discuss the introduction. Have the group generate on the board a list of possible jobs to help students choose a job to research.

A. Review the meaning of each heading on the KWHL chart before students begin the activity.

B. Remind students to include in their paragraphs a topic sentence and the key details from the *K* and *L* columns of their KWHL charts. Students may want to compile this valuable job information into a resource they all can refer to (see Extending the Theme). Have students date their charts and place them in their working folders.

Life Skill: Fill In a Job Network Web Read and discuss the first three paragraphs. Have students refer to the web on page 67 to see how extensive a job network web can be.

Practice Help students complete a job network web of their own. Be sure they list the names of individuals who may help them—not merely groups such as friends. Have students date their webs and place them in their working folders.

Progress Evaluation Have students fill in copies of PCM 9 to include in their working folders.

Writing Skills Mini-Lesson: Fixing Run-on Sentences (p. 74)

Read and discuss the introductory paragraph.

1. Read and discuss the first way to fix a run-on sentence, along with the example. Ask students to suggest another example of a run-on, or suggest one, such as "Things cost more my pay has stayed the same." Write the run-on on the board, and ask a volunteer to fix it.

2–3. Follow the procedure described for 1. Use the same example.

Practice When you are sure students understand how to fix run-on sentences, have them complete the Practice independently. Have students date their work and put it in their working folders.

More Practice *Voyager 4 Workbook* pp. 19 and 23

Unit 2 Review (p. 75)

Follow the process described in Unit 1. When students get to the editing stage in the writing process, remind them to look for and fix any sentence fragments and run-on sentences.

More Practice *Voyager 4 Workbook* p. 20

Extending the Theme Use PCM 1. Ask each student to research a job that will be in demand in the next 10 years. Have students fill in the chart before and after they read, including how they found the information. Keep the charts in a job file for all class members to share, or compile the charts into a class chart or list to display.

Final Note Review with students the copies of PCM 9 that they completed for this unit. Ask what additional help they think they need with material from the three lessons and the Writing Skills Mini-Lesson in Unit 2. Discuss possible ways of meeting those needs.

▶ Unit 3: A Sense of Community

Part of Unit	Voyager 4 pages	TRG pages	Workbook pages
Overview	77	32	
Lesson 7	78 – 87	32 – 33	24 – 25
Lesson 8	88 – 95	33 – 34	26
Lesson 9	96 – 105	34 – 35	27 – 28
Writing Skills Mini-Lesson	106	35 – 36	29
Unit 3 Review	107 – 108	36	30 – 33

Student Objectives

Reading

- Read an article, a scenario and map with key, and a brochure.
- Apply the reading strategies of using prior experience, predicting features, and predicting content.
- Recognize problems and solutions, follow directions, and locate key facts.

Writing

- Write about a problem and a solution, write directions, and write an announcement.

Speaking and Listening

- Discuss, ask for and give directions, and use telephone skills.

Life Skill

- Use a phone book, draw a map, and use the library.

▶ Unit 3 PCMs

PCM 4: Problem/Solution Work Sheet
PCM 8: Strategies for Recognizing Words
PCM 9: Student Progress Tracking Sheet

▶ Personal Dictionaries and Spelling Lists Encourage students to add words they would like to learn to their dictionaries and spelling lists during each lesson in Unit 3.

▶ Word Recognition Strategies If students need work on recognizing words, distribute copies of PCM 8 for them to use.

See Lesson 1 notes for lesson segments not addressed in these notes.

Unit 3 Overview (p. 77)

The overview introduces the theme "A Sense of Community" and encourages students to relate to it personally before they begin the unit. Call attention to the art, and discuss how it relates to the unit theme. Have volunteers read the overview and discuss it.

Be an Active Reader See Unit 1 notes.

Lesson 7 (p. 78)

Learning Goals Discuss the learning goals.

Before You Read Point out that students will use the strategy of using prior experience as they read the article in this lesson.

Read the first paragraph. Ask volunteers to share some of the problems they experienced as teenagers. Then have students write and share their own opinions about how to help teens in their community. You may have them work in groups and brainstorm to get ideas.

Preview the Reading Have students read the directions and preview the selection. Also ask students to look closely at the art. Discuss what students think the title refers to.

"Make Sure What You're Looking at Is What You Really See" Have students read the article silently. Be sure they use the Check-ins to help them apply the strategy of using prior experience. Encourage students to mark the text, as active readers do. At the end of the selection, have students check any marks they have made. You may want volunteers to take turns reading it aloud, after noting the informal language and conversational sentence structure used.

"Do Teenagers Need Help?" Have students read the first two paragraphs. Demonstrate how to read the graph as you read the third paragraph. Then ask students to answer the questions about the graph.

After You Read

B. Have students pair off or form small groups to compare their experiences and discuss their responses.

Extending the Reading Bring to class an almanac with statistics on teen drug use or unemployment. Help students read and interpret the figures. Then have pairs use statistics from the almanac to create their own graphs.

Think About It: Recognize Problems and Solutions Read with students the steps needed to solve a problem. For an example of each step, expand on the problem/solution example used in Lesson 1: Dominic constantly overslept and was late for work (problem). He stayed up too late (cause). He could buy a loud alarm clock (solution) or go to bed earlier (solution). He decided to go to bed earlier. He stopped oversleeping and now gets to work on time.

A. Discuss the example. Read the excerpts from the article that identify steps 1, 2, and 3 (the problem, cause, and solution).

B. Have students work in pairs or small groups to fill in the problem/solution work sheet.

Talk About It After students have discussed the teen crime problem in their community, have small groups use PCM 4 to analyze the problem and consider solutions for it.

Extending the Skill Use PCM 4. Ask students to think about a problem they have on the job, at home, or in class. Have students work independently to complete a problem/solution work sheet for their problem. Have students date their work sheets and put them in their working folders.

More Practice *Voyager 4 Workbook* p. 24

Write About It: Write About a Problem and a Solution Read the first paragraph aloud.

A. Have students choose one of the suggested topics or think of one of their own. Ask them to think carefully about the causes of the problem and possible solutions and then fill in the problem/solution work sheet on their own.

B. Be sure students understand the structure of the three-paragraph essay they are to write. Have students date their writing and put it in their working folders.

Life Skill: Use a Phone Book Read the introductory paragraphs aloud. Discuss how important it is to know how to find resources in the community—both emergency and nonemergency services.

Work through the three questions about the phone book sample as a class. Ask volunteers to explain their answers.

Provide phone books so students can complete the second activity in pairs. Or if students have phone books at home, have them find the numbers of the various agencies and services and compare their answers in class.

Note: The names of these agencies and services vary from place to place. They also are found in different sections of different phone books. Be sure to locate these numbers in your local phone book first, so you can help students find them.

Practice Have students complete the exercise on their own. Ask volunteers to share their findings with the class.

Progress Evaluation Have students fill in copies of PCM 9 to include in their working folders.

Lesson 8 (p. 88)

Learning Goals Discuss the learning goals.

Before You Read Read the introductory paragraph and the pre-reading activity. Encourage students to think about parks they have been in and then list things Juan and his children might see in their visit to a park.

Preview the Reading Have students read the directions and preview the selection.

"Let's Go Out!" Have students read the selection silently. Be sure they read the Check-in. Ask volunteers to locate the 10 places on the map.

After You Read

B. Have students check their predictions to see if they matched what is found on Boston Common. Discuss their responses to the questions.

Extending the Reading Provide city or area maps, or ask students to bring in maps with keys. Have students work in pairs to write a list of questions about places and distances on their map (e.g., "What direction is city A from city B?" "How many blocks is A Street from B Street?" etc.). Have pairs exchange maps and answer the questions.

Think About It: Follow Directions Read the introductory paragraph. Discuss the clue words that make directions easier to understand and follow.

A. Work through the first example to make sure students understand how to read the key on the map.

Ask students to follow the next set of directions on the Boston Common map. Check to see if they arrive at the correct location.

B. Have students complete the Practice independently. Have them check their answers in the Answer Key.

Talk About It Make sure students start their directions from a clear, recognizable location—perhaps the site of their class. They should also specify whether they are giving directions for walking, driving, or riding on public transportation.

Extending the Skill Use the maps used previously in Extending the Reading. Have students work in pairs to write sets of directions. Have them exchange maps and directions with other pairs. Have pairs follow the directions to figure out the destination. Have students date their directions and put them in their working folders.

More Practice *Voyager 4 Workbook* p. 26

Write About It: Write Directions Read the first paragraph. As always, students' privacy should be respected. If a student does not wish to reveal his or her home address, substitute a public place as the destination.

A. If students are not sure of the names of streets, provide a local map or have them bring one.

B. Read through the tips with students. They may need additional paper to write their directions. Have students date their directions and put them in their working folders.

Life Skill: Draw a Map Read and discuss the explanatory paragraphs. Have students answer the questions and see if they have followed the directions correctly.

Practice Ask students to complete the activity on their own. Tell them to use the information from Write About It. Have students exchange maps with a partner to see if they have drawn and labeled the maps clearly and accurately. Have them date their work and put it in their working folders.

Progress Evaluation Have students fill in copies of PCM 9 to include in their working folders.

Lesson 9 (p. 96)

Learning Goals Discuss the learning goals.

Before You Read Point out that students will be using the strategy of predicting content. Read and discuss the introductory paragraph and pre-reading activity. Ask students to read the list and check all the services and materials they would expect to find in a library.

Preview the Reading Have students read the directions and preview the selection. Have volunteers answer the questions.

"Your Library: A Major Community Resource" Have students read the selection silently. Ask students to create their own Check-ins as they read by making an *X* in the margin next to each piece of information they predicted they would find. Encourage students to mark the text, as active readers do. At the end of the selection, have them check any marks they have made.

Explain that sometimes brochures use incomplete sentences. Identify some of the fragments on page 99. Have students tell the missing words (e.g., "Award-winning movies **are shown** every Friday at 8:00 P.M. Refreshments **are provided** courtesy of the Library Association."). Discuss the reasons (space and brevity) and whether leaving out words affects communicating the message. Then discuss the two announcements that follow the brochure.

After You Read

B. Have students check to see if their predictions matched the information in the brochure.

Extending the Reading Provide or ask students to bring in brochures from various places. Have students work in small groups to compare the brochures and list the elements that are common to them all.

Think About It: Locate Key Facts Read the introductory paragraph. Have students identify which of the *W* questions are being answered in the sample announcement. Explain that these items are the key facts in the announcement.

A. Ask students to read the announcement and underline the key facts they are asked to locate.

B. Read the directions for the Practice, and have students complete it independently.

Talk About It Have students work in pairs to brainstorm a list of questions they could ask a reference librarian. Each should then choose the question he or she is most interested in. If your library doesn't have a reference librarian, ask volunteers to call about the availability of specific titles or services.

Extending the Skill Demonstrate how to skim to locate key facts. Clues to look for while skimming include numbers; capital letters (which may signify names, places, and dates); and abbreviations such as *P.M.* Ask students to pick up a brochure from the local library or some other organization or business. Have them write a list of *who, what, when, where,* and *why* questions that are answered in the brochure. Then have students exchange their questions and brochure with a partner, who will answer the questions and locate the key facts in the brochure.

More Practice *Voyager 4 Workbook* p. 27

Write About It: Write an Announcement Read and discuss the introduction. Ask students to name the kinds of information they have seen in announcements on a community bulletin board.

A. Have students complete the list of *W* questions. If they have trouble choosing a topic for their announcement, suggest they pretend they want to sell something.

B. Ask volunteers to read the tips for writing an announcement. Have available the brochures that were used in the extension activities so that students can see more examples of design. You might want to provide colored paper. If a computer is available, help students choose special fonts to make their announcements attractive. Have them date their announcements and put them in their working folders.

Life Skill: Use the Library as a Community Resource Read and discuss the introductory paragraphs. Point out how useful it is for people to have a library card. If they do not have a driver's license or voter registration card, people can often bring mail sent to them (for instance, an electric bill or a phone bill) to prove their address.

Practice Have students complete the activity on their own.

Extending the Life Skill Encourage students who do not have a library card to obtain one.

Progress Evaluation Have students fill in copies of PCM 9 to include in their working folders.

Writing Skills Mini-Lesson: Correcting Usage Problems (p. 106)

Explain that usage problems are common errors people make in using English.

1. Work through the first rule with students. Ask students to think of other examples. Write them on the board.
2. Read the second rule and examples. Give an example of a comparison with *more* and *most* *(more useful, most useful).* Remind students that adding *-er* or *-est* to a word sometimes

involves a spelling change. Ask students to suggest other correct examples of comparison, and write them on the board.

3. Read the third rule and examples. Have students provide more examples of how these words are used correctly, and write them on the board.

Practice When students feel comfortable with these rules, have them find the errors in the paragraph and then write the paragraph correctly on separate paper. Have students date their writing and put it in their working folders.

More Practice *Voyager 4 Workbook* pp. 29 and 33

Unit 3 Review (p. 107)

Follow the process described in Unit 1. When students get to the editing stage in the writing process, remind them to find and fix any fragments, run-on sentences, and usage problems.

More Practice *Voyager 4 Workbook* p. 30

Extending the Theme To extend the theme "A Sense of Community," have students survey the yellow pages, the brochures, and other real-life reading materials they have used in this unit. Have students create a chart listing the types of services offered in their community.

Final Note Review with students the copies of PCM 9 that they have completed for this unit. Ask what additional help they think they need with material from the three lessons and the Writing Skills Mini-Lesson in Unit 3. Discuss possible ways of meeting those needs.

▶ Unit 4: Crime and the Law

Part of Unit	Voyager 4 pages	TRG pages	Workbook pages
Overview	109	37	
Lesson 10	110 – 119	37 – 38	34 – 35
Lesson 11	120 – 127	38 – 39	36
Lesson 12	128 – 137	39 – 40	37 – 38
Writing Skills Mini-Lesson	138	41	39
Unit 4 Review	139 – 140	41	40 – 43

Student Objectives

Reading

- Read an article, a political cartoon, letters to the editor, and a story.
- Apply the reading strategies of using prior knowledge, setting a purpose, and visualizing.
- Apply information, identify the main idea, and follow a sequence of events.

Writing

- Write an opinion, a letter to the editor, and a poem.

Speaking and Listening

- Answer questions, discuss, and retell.

Life Skill

- Read a bar graph, analyze a political cartoon, and read a parking ticket.

▶ Unit 4 PCMs

PCM 2: Main Idea and Details Organizer
PCM 7: Idea Map
PCM 8: Strategies for Recognizing Words
PCM 9: Student Progress Tracking Sheet

▶ Personal Dictionaries and Spelling Lists

Encourage students to add words they would like to learn to their dictionaries and spelling lists during each lesson in Unit 4.

▶ Word Recognition Strategies If students need practice with recognizing words, distribute copies of PCM 8 for them to work with.

See Lesson 1 notes for lesson segments not addressed in these notes.

Unit 4 Overview (p. 109)

The overview introduces the theme "Crime and the Law" and encourages students to relate to it personally before they begin the unit. Call attention to the art, and discuss how it relates to the theme. Have volunteers read the overview and discuss it.

Be an Active Reader See Unit 1 notes.

Lesson 10 (p. 110)

Learning Goals Discuss the learning goals.

Before You Read Point out that students will practice the strategy of using their prior knowledge. Read the introductory paragraph aloud. Write the names of the three cases on the board: *Brown v. Board of Education, Gideon v. Wainwright,* and *Miranda v. Arizona.* Explain that *v.* means *versus,* or *against.* Ask what students may know about any of the cases. Work through the pre-reading vocabulary activity orally.

Preview the Reading Have students read the directions and preview the selection. Ask volunteers what predictions they made, and list those predictions on the board.

"Three 'Little' People Who Changed U.S. History" Have students read the selection silently. Be sure students use the Check-ins to help them apply the strategy of using their prior knowledge. As they read, have them think about the title and why Brown, Gideon, and Miranda are called "little" people. Encourage students to mark the text, as active readers do. At the end of the selection, have students check any marks they have made. Decide if you want students to read aloud.

After You Read

B. Discuss students' prior knowledge of *Brown v. Board of Education.*

Extending the Reading Using an encyclopedia or other reference that contains the Constitution of the United States, help students read and interpret the 5th Amendment and Section 1 of the 14th Amendment, the legal bases for these three Supreme Court decisions.

Think About It: Apply Information Read the introductory paragraph.

A. Work through the guided practice orally with students.

B. Have students complete the Practice on their own.

Talk About It To help students track and organize their thoughts as they discuss, have them make a chart with column headings *Decision* and *Why* and row headings *Affects most people, Affects fewest people, Affects me most,* and *Affects me least.*

Extending the Skill Ask students what other rights they know U.S. citizens have. Compile a class list. Review the Bill of Rights, and have students decide which rights in the list are assured by each amendment. Ask students to think of situations in which they exercise these rights.

More Practice *Voyager 4 Workbook* p. 34

Write About It: Write Your Opinion Read the introduction and the three sample questions. Have students choose their own topic. List other suggested topics on the board if necessary.

A. Explain how to use the Idea Frame to help organize ideas. Students should know they can and should list more than two reasons if they wish. Tell them, however, that they should be able to support each reason with a fact or example from personal experience. You can also provide copies of PCM 7 for students to use.

B. Before they write their paragraphs, students can number the reasons in their Idea Frame to show the order in which they will write them. Have students date their writing and put it in their working folders.

Life Skill: Read a Bar Graph Read the introductory paragraph. Remind students of the single vertical bar graph in Lesson 7, page 81. Discuss similarities and differences between the two bar graphs.

Show students how to read the double bar graph. As you read the second paragraph aloud, have students point to the bars, the key, the years along the vertical axis, and the numbers along the horizontal axis in the graph. As you read the third paragraph, have them move their fingers along the bars and down. Ask which numbers they read. Read the fourth paragraph to see if students read the graph correctly.

Practice Have students complete this activity on their own. Discuss their responses.

Progress Evaluation Have students fill in copies of PCM 9 to include in their working folders.

Lesson 11 (p. 120)

Learning Goals Discuss the learning goals.

Before You Read Read and discuss the first two paragraphs. Ask students whether they ever like to read political cartoons or letters to the editor in the newspaper. Show them the cartoons and letters in a local newspaper. Point out that students will apply the strategy of setting a purpose as they read the political cartoon and letters to the editor.

Read the third paragraph and pre-reading activity. Encourage students to set a purpose for reading by choosing or writing a question they would like answered.

Preview the Reading Have students read the directions and preview the selection. Poll students for their predictions about which letters will agree or disagree with the cartoon. Tally the results on the board.

"Americans Held Hostage" Have students read the cartoon. Then discuss their answers to the questions.

"Letters to the Editor" Have students read the letters silently, marking the text, as active readers do. When they finish, have them check any marks they made. Have volunteers read the letters aloud. As students read each letter, have them determine whether it matches their prediction of agreeing or disagreeing with the cartoon. Tally the results on the board.

After You Read

B. Have students form pairs to discuss the questions.

Extending the Reading Have students group the letters to the editor into those that agree with the cartoon and those that do not. Ask them to list the various reasons given for or against the cartoon.

Think About It: Identify the Main Idea Read and discuss the first paragraph. Review the definition of the main idea as the most important point in a piece of writing. Discuss how students can read between the lines to determine an unstated main idea. Demonstrate with Yolanda Green's letter on page 122 of the student book. Show how each detail supports this main idea: Unlike the neighborhood described in the cartoon, the writer's neighborhood is safe because the people work to make it safe.

A. Read the first letter aloud. Ask students to underline the main idea and explain why it is the main idea before they read the answer. Read the second letter aloud. Ask volunteers to state the main idea and explain how they determined it. If necessary, model identifying the unstated main idea.

B. Ask students to complete the Practice on their own or with a partner.

Talk About It After students' discussion, compile a class list of their reasons for and reasons against each statement. If necessary, discuss the need for tolerance and respect for other people's opinions.

Extending the Skill Use PCM 2. Bring in news articles and letters to the editor from your local newspaper. Have students work in pairs to identify the main idea of the pieces they chose. Have students date their organizers and put them in their working folders.

More Practice *Voyager 4 Workbook* p. 36

Write About It: Write a Letter to the Editor Read the first paragraph. Have the class brainstorm to create a list of possible topics. Suggest that they think about problems in their neighborhood or community, their state, or the nation. Write the topics on the board, and have each student select one.

A. Provide copies of PCM 7 if students need more space for prewriting.

B. Go over the list of tips before students write their letters. Have students date their letters and put them in their working folders.

Life Skill: Analyze a Political Cartoon Read the introductory paragraphs aloud. Point out how much information students can learn by looking at the symbols, title, captions, and labels in political cartoons. Demonstrate with the cartoon "Americans Held Hostage." Then discuss "Barely Moving." See if students understand that the black-robed figure represents the U.S. justice system.

Practice Discuss students' answers to the questions to make sure students understand how to analyze a cartoon.

Talk About It Remind students to study the symbols, the title, the captions, and the labels to help them understand the cartoons they bring in. They might also want to display the cartoons after analyzing and discussing them.

Progress Evaluation Have students fill in copies of PCM 9 to include in their working folders.

Lesson 12 (p. 128)

Learning Goals Discuss the learning goals.

Before You Read Point out that students will practice the strategy of visualizing as they read the story in this lesson. Read the introductory paragraph and pre-reading activity. Have students describe what they see in their minds when they visualize a small convenience store. Then have students give reasons such a store would be easy to rob. List responses on the board.

Preview the Reading Have students read the directions and preview the selection. Record volunteers' predictions on the board.

"Crimebusters" Have students read the selection silently, using the Check-ins to help them apply the strategy of visualizing. Encourage students to mark the text, as active readers do. At the end of the selection, have students check any marks they have made. Note the shifts in tense between past and present. Explain to students that the story is being told in an informal manner, as if it were being spoken rather than written. Have volunteers read the story aloud.

Talk About It Discuss the meaning of the cartoon and students' answers to the questions in Talk About It. Tell students to support their opinions with facts and personal experiences. You may want to have students who believe one side of the issue explain their reasons, then have students on the other side do the same.

After You Read

B. Encourage students to share with a partner what they visualized about the story.

Extending the Reading Bring in a story about a robbery from your local newspaper. Ask students to visualize the events as you read. Then have students retell the main events in the story.

Think About It: Follow a Sequence of Events Read and discuss the first two paragraphs. Ask if students can suggest other time-related words that may act as clues to sequence. List these on the board.

A. Ask a volunteer to read the paragraph aloud. Compare the events in the story with the list of sequence of events.

B. Have students complete the Practice on their own. Discuss their sequences.

Talk About It Suggest that students list the main events in sequence and use their list to retell the story.

Extending the Skill Have students list in sequence the events in each of the three true stories in Lesson 10. Have them date their lists and put them in their working folders.

More Practice *Voyager 4 Workbook* p. 37

Write About It: Write a Poem Read and discuss the introduction. Ask students to visualize what the poet is describing about prison life as you read "The Artist." When you have finished reading, ask students what images they visualized and how the poem made them feel. You might also ask, "*When was the only time this inmate was allowed to be an artist? Why do you think this is so?*"

Read and discuss the two paragraphs on free verse and poetic techniques. Have students reread "The Artist." Note the poet's use of lowercase letters and short lines. Ask students what they think these devices tell them about the speaker in the poem. (The speaker may feel small and unimportant; he may lead a spare, bleak life; he may have a low opinion of himself.)

A. Ask students to think of a topic they would like to write about in a free-verse poem. If necessary, write a few topics on the board, and ask students to suggest others. When students have selected a topic, suggest they brainstorm or do free writing to get ideas for their poem. Then invite them to visualize images that would make their poems come alive. Encourage them to list as many words to describe these images as they can. They can go back and cross out or add ideas, images, and words as they like.

B. Have students draft their poems. They may use the poem starters suggested for "In My Dreams" or write the entire poem on their own. Ask volunteers to read their poems aloud. Have students date their poems and put them in their working folders.

Life Skill: Read a Parking Ticket Read and discuss the introductory paragraph. Ask students to examine the sample parking ticket and explain what information is given in each section. Have students answer the two questions aloud.

Practice Ask students to complete the Practice on their own.

Progress Evaluation Have students fill in copies of PCM 9 to include in their working folders.

Writing Skills Mini-Lesson: Using Apostrophes Correctly (p. 138)

1. Read the first rule and the two examples. Ask students to suggest other contractions, and list them on the board.
2. Read the second set of rules and their examples. Ask students to suggest other examples for each rule, and list them on the board. Be sure students read the tip and understand not to add an apostrophe to form a possessive pronoun or a plural noun. Using *'s* to form a plural is a very common mistake.

Practice Have students do the Practice on separate paper. They can fill in apostrophes before they recopy if they wish. Have students date their writing and put it in their working folders.

More Practice *Voyager 4 Workbook* pp. 39 and 43

Unit 4 Review (p. 139)

Follow the process described in Unit 1. When students get to the editing stage of the writing process, remind them to find and fix any fragments, run-on sentences, usage problems, and apostrophe problems.

More Practice *Voyager 4 Workbook* p. 40

Extending the Theme To extend the theme "Crime and the Law," provide or have students bring in cartoons about this topic. Give students copies of the cartoons without the captions. Have students write their own captions that sum up the cartoon's intent and also identify any symbols that are used. If a cartoon has more than one frame, have students create a sequence of events for the cartoon. Then have students match what they wrote with the original captions for the cartoons.

Final Note Review with students the copies of PCM 9 that they have completed for this unit. Ask what additional help they think they need with material from the three lessons and the Writing Skills Mini-Lesson in Unit 4. Discuss possible ways of meeting those needs.

Post-Assessment (p. 139)

When students have completed Unit 4, be sure they complete the Skills Review as well as Student Self-Assessment #2 found at the end of *Voyager 4*. (See Using the Skills Review on page 16 and Using the Student Self-Assessments on page 15.) Encourage them to evaluate their own reading and writing progress by comparing their answers with those they gave before beginning *Voyager 4*.

Alternative Assessment Follow the directions on PCM 10: Tips for Preparing a Progress Portfolio to help students evaluate the material in their working folders and assemble their progress portfolios. Then use PCM 11: Portfolio Conference Questionnaire as you conduct one-on-one evaluation conferences with students.

Voyager 5 Teacher's Notes

Pre-Assessment

Before you begin Unit 1 with students, have them complete the Student Self-Assessment and the Skills Preview at the beginning of *Voyager 5* (see Using the Student Self-Assessments, page 15, and Using the Skills Preview, page 15).

In addition to *Voyager 5,* students will need

- folders in which to keep their finished work and their work in progress (see Working Folders on page 7)
- a spiral-bound or three-ring notebook to use as a personal dictionary (see Personal Dictionaries on page 18)
- a spiral-bound or three-ring notebook to use as a personal spelling list (see page 20)

▶ Unit 1: Money Matters

Part of Unit	Voyager 5 pages	TRG pages	Workbook pages
Overview	13	42 – 43	
Lesson 1	14 – 23	43 – 44	4 – 5
Lesson 2	24 – 31	44 – 45	6
Lesson 3	32 – 41	45 – 47	7 – 8
Writing Skills Mini-Lesson	42	47	9
Unit 1 Review	43 – 44	47	10 – 13

Student Objectives

Reading

- Read two articles, a chart, and a bank signature card.
- Apply the reading strategies of setting a purpose, skimming, and using prior experience.
- Identify the main idea and details, understand categories, and recognize problems and solutions.

Writing

- Write an action plan, fill in a bank signature card, and write a short article.

Speaking and Listening

- Summarize, role-play, and interview.

Life Skill

- Read a circle graph, read a bank statement, and understand a budget.

▶ Unit 1 PCMs

PCM 1: KWHL Chart
PCM 2: Main Idea and Details Organizer
PCM 4: Problem/Solution Work Sheet
PCM 8: Strategies for Recognizing Words
PCM 9: Student Progress Tracking Sheet

▶ Personal Dictionaries and Spelling Lists Encourage students to add words they would like to learn to their dictionaries and spelling lists during each lesson in Unit 1.

▶ Word Recognition Strategies If students need practice with recognizing words, distribute copies of PCM 8 for them to work with.

Unit 1 Overview (p. 13)

This overview introduces the theme "Money Matters" and encourages students to relate to it personally before they begin Lesson 1. Discuss how the art relates to the theme. Read the overview to students, or ask volunteers to read it aloud. Discuss students' answers to the questions.

Be an Active Reader Explain that experienced readers are "active" readers—they think about the information they are reading, and they try to figure out words and ideas they don't understand.

Encourage students to mark things they don't understand with question marks and to underline any words they don't know. Tell them they will return to any marks they make after they have finished reading the entire selection.

Lesson 1 (p. 14)

Learning Goals Discuss the learning goals. Explain that Lesson 1 will focus on these goals.

Before You Read Point out that students will apply the strategy of setting a purpose before they read the article in this lesson. Explain that experienced readers decide what they want to get out of a reading selection before they begin to read. Then they read to fulfill that purpose.

Read the paragraph aloud. Have students list two or three expenses they would like to reduce.

Have students use PCM 1 to identify what they already know about reducing expenses and what they would like to learn. Tell them to read to find ways to reduce the expenses they listed.

Preview the Reading Read the text, and demonstrate how to preview a reading. Then discuss the questions with students. Discuss the "house of cards" metaphor. Ask students if they have ever tried to build a house of cards.

Use the Strategy In Before You Read, students began working with a reading strategy. Use the Strategy encourages students to apply this strategy as they read. The Check-ins within the reading selection also remind students to apply the strategy as they read.

Read and discuss the text. Tell students to try to follow the directions as they read the article.

"What's Eating Your Paycheck?" Have students read the article silently. Explain how to use the footnotes to learn the definitions of selected words. Be sure students use the Check-ins to help them apply the strategy of setting a purpose. Encourage students to mark the text as explained in Be an Active Reader on page 13 of *Voyager 5*. Decide if and when you want students to read aloud. At the end of the selection, have them reread sections they marked to see if they understand those sections now. If not, discuss the section with the student.

If students are unable to figure out the words they underlined, have them use PCM 8. If students are still unable to figure out the words, encourage them to use a dictionary.

Determine if students know how to use a dictionary. If not, demonstrate how and give students practice in looking up words, using the pronunciation guide, and determining which definition applies in the context of the reading.

"How Much Does a Car or Truck Cost?" This feature extends the ideas from "What's Eating Your Paycheck?" and teaches the practical skill of reading a circle graph. Read the text with students, and have them answer the questions posed in the text. Be sure they understand that the entire circle represents 100 percent of car or truck expenses, and that each section of the circle is a fraction of that 100 percent.

After You Read

A. Have students do this exercise independently and use the Answer Key to check their answers. Discuss any wrong answers. To improve students' reading comprehension skills, have them find evidence for the correct answers in the article.

B. Have students look at their answers in Before You Read to get them started. Ask them to list at least three ideas. Take some time to let students share and discuss their ideas with others.

C. Have students discuss the questions in pairs or small groups. Encourage them to consider their own experience and the experiences of family and friends as they answer the questions. Have students share their answers with the entire class. Encourage them to write their responses in a personal or dialogue journal. (See Working with Adult Student Writers, page 19.)

   Have students fill in the last column of PCM 1 now.

Extending the Reading Discuss the costs of using credit cards: annual fees and finance charges on the unpaid portion of the balance. Discuss the dangers of using several cards and making only the minimum payment each month.

Think About It: Identify the Main Idea and Details Read and discuss the introductory paragraphs. Using a copy of PCM 2, illustrate how the details of a paragraph support and relate to the main idea of the paragraph. Explain that in a longer piece of writing, the main ideas of all the paragraphs or sections are the details that support the main idea of the whole selection.

A. Read this section aloud as students follow along silently. Point out that each of the four details (the four remaining sentences) supports the main idea by suggesting a way to pay bills.

B. Have students do the Practice independently. Check their answers.

Extending the Skill Use PCM 2. Ask students to write the main idea of "What's Eating Your Paycheck?" (the second sentence in the article), then to find five supporting details (the main ideas of the five sections of the article). Discuss the completed organizers with the group. Have students date their organizers and put them in their working folders.

Talk About It Before students summarize the article for friends or family, have them practice by summarizing the article as a class. Suggest that they use the information they wrote on PCM 2 during the extension activity as notes.

More Practice *Voyager 5 Workbook* p. 4. The workbook exercises are designed to be done independently. They should not require teacher input.

Write About It: Write an Action Plan Read the first paragraph aloud.

A. Have students read the paragraph and the example. Ask them to target a spending area and to brainstorm ways to reduce spending in that area. Explain that when we brainstorm, we think quickly and creatively and write down all our ideas without judging them. When we are finished brainstorming, we go back and select the best ideas. Encourage students to brainstorm as many ways as they can to reduce spending, then go back and select the three or four best ways.

B. Help students write a topic sentence. Tell them to use ideas they brainstormed during prewriting as supporting details in their paragraph. Encourage them to expand on the details by explaining not only what they will do but also when and how they will do it. Have students date their paragraphs and put them in their working folders.

Life Skill: A Closer Look at Reading a Circle Graph Read the first paragraph. Ask, *"What is the title of this circle graph?"* (How Americans Spent Their Money in 1992) *"How many spending areas are shown?"* (7) *"If you add up all the percentages shown, what is the total?"* (100 percent) *"In which category do we spend the most money?"* (housing) Then have the class answer the question.

Practice Have students do the Practice independently or in pairs. Check their answers.

Progress Evaluation Have students fill in copies of PCM 9 to include in their working folders.

Lesson 2 (p. 24)

Learning Goals Discuss the learning goals. Explain that Lesson 2 will focus on these goals.

Before You Read Tell students that recalling what you already know about a subject can help you anticipate and better understand what you read about that subject. Read the paragraph, and ask students to list several words or terms about checking accounts or banking. List their responses on the board.

Preview the Reading Read the text aloud, and demonstrate how to skim a reading. Then discuss the questions with students.

Use the Strategy See Lesson 1 notes.

"Opening a Checking Account" Have volunteers read the first two paragraphs. After paragraph 2, study the chart called "Types of Checking Accounts." Show students how to read a chart, reading down columns and across rows. Ask such questions as, *"What is the monthly service charge for a personal checking account?"* ($8.00) to be sure they understand how to read the chart. Have students look at the bank signature card after paragraph 4. Encourage students to mark the text, as active readers do. At the end of the selection, have them check any marks they have made.

After You Read

A. See Lesson 1 notes.

B. Remind students that skimming means taking a brief look for something specific.

C. See Lesson 1 notes.

Extending the Reading Ask students to compile information on checking accounts from local banks. Divide the class into small groups, and assign each group a bank. Each group should find out what types of accounts its bank offers and what features define each account. Students can call for information or pick up brochures. Have each group create a chart like the one on page 25 of *Voyager 5* with enough rows and columns to accommodate all the different checking accounts its bank offers. Compile the charts in a kit or a notebook.

Think About It: Understand Categories Ask students to read the introductory paragraphs. Explain that they often sort things into categories (e.g., sorting laundry into white, light, and dark colors). Ask if students can think of other examples of everyday classifying (categories in a shopping list: groceries, household needs, drugstore items, etc.).

A. Read this section aloud as students follow along silently. Remind students to read down columns and across rows. Have students answer the question.

B. Have students do the Practice independently. Check their answers.

Talk About It Explain that role-playing like this helps build students' communication skills, which are vital to finding and keeping a job. Have them prepare for role-playing—the customer by listing questions; the bank employee by studying the information about the specific kind of account.

Extending the Skill Explain that categorizing information is an important part of managing money. Ask students to think of personal spending categories (e.g., food, housing, utilities, transportation). Then have them group their own expenses under the appropriate categories (e.g., gas, electricity, and water under utilities; car payments, insurance premiums, and fuel under transportation). Students should list the names of their expenses but not the amounts. Have students date their lists and put them in their working folders. They may work further with these lists in a Lesson 3 extension activity.

More Practice *Voyager 5 Workbook* p. 6

Write About It: Fill In a Bank Signature Card Read the first paragraph aloud.

A. Students can make up the information requested if they prefer. Students who do not have a Social Security number can list any other identification number.

B. Have students fill in the form as directed. Be sure they print everything but the signature.

Life Skill: Read a Bank Statement Read the first paragraph. Explain that the Account Summary gives the current status of the account, while the Transactions are the checks, withdrawals, and deposits posted to the account during the month. To make sure students read the statement correctly, ask questions about it, such as *"On what date was check number 1054 posted?"* (6-8).

Practice Have students do the Practice independently or in pairs.

Progress Evaluation Have students fill in copies of PCM 9 to include in their working folders.

Lesson 3 (p. 32)

Learning Goals Discuss the learning goals. Explain that Lesson 3 will focus on these goals.

Before You Read Point out that students will practice the strategy of using their prior experience as they read the article. Explain that experienced readers draw on what they have seen, heard, and done to help them relate to and better understand their reading. In Lesson 3, students will read about the dreams and successes of different people around the world. By calling to mind their own dreams, students can compare their experiences with those they read about. Interacting with the text in this way increases reading comprehension.

Have students read the paragraph and discuss the questions in pairs or small groups.

Preview the Reading Have students read the directions and preview the selection. Provide a current world map or globe, and help students locate the places listed. Ask students to share anything they know about these places.

Use the Strategy See Lesson 1 notes.

"$100 Dreams" Have students read the article silently. Be sure they use the Check-ins to help them apply the strategy of using prior experience. Explain colloquial expressions (e.g., *hand-to-mouth*) if necessary. Ask students why *TUP* is an abbreviation for *Trickle Up Program.* Encourage students to mark the text, as active readers do. At the end of the selection, have them check any marks they have made. Decide if and when you want students to read aloud.

After You Read

A. See Lesson 1 notes.

B. Tell students to think of their own experiences as they evaluate each statement, then check whether they agree, disagree, or are not sure. Have them compare and discuss their answers.

C. See Lesson 1 notes.

Extending the Reading Ask students what help is offered to small-business owners in the United States. Elicit anything they already know about the Small Business Administration. Your local librarian should be able to help you obtain information. If students are interested, invite a spokesperson from the SBA to speak to the class.

Think About It: Recognize Problems and Solutions Read the first paragraph. Mention that self-help articles on topics such as "how to lose weight" and "how to discipline a child" are usually written in a problem/solution format: the problem is stated, then solutions are offered.

A. Ask students to read the first excerpt in question 1 and then try to identify the solution in the second excerpt before reading the answer. Then have them try to find the problem and solution in the excerpt in question 2. Discuss any problems students may have.

B. Explain that the ellipsis (. . .) at the beginning of excerpt 1 indicates that it doesn't include some words from the original version. Have students do the Practice independently. Check their answers.

Talk About It Poll students on the kinds of businesses they might be interested in. Encourage them to be realistic. Have students with similar business interests pair up or form small groups. As students discuss the questions, ask them to list start-up expenses as well as skills needed to run the business. Share responses with the group.

Extending the Skill Use PCM 4. Refer students to the reading selection in Lesson 1, "What's Eating Your Paycheck?" Ask pairs of students to analyze the article from a problem/solution viewpoint, identifying money problems, the causes of those problems, and possible solutions to them. Have students date their work sheets and put them in their working folders.

More Practice *Voyager 5 Workbook* p. 7

Write About It: Write a Short Article Read the first paragraph aloud.

A. If possible, line up several business people who would be willing to be interviewed in person or by telephone. Help students list the questions they will ask. Remind students to take careful notes as they conduct the interview.

B. Have students follow the directions as they write their articles. Explain that their second paragraph need not answer all of the questions posed; the questions are just suggested topic areas. Have students date their articles and put them in their working folders.

Life Skill: Understand a Budget Read the first paragraph with students, and discuss the sample budget. Explain that the budgeted amount is *predicted* spending, and the money spent is the *actual* spending. Ask students how they would answer the question in the text.

Practice Have students do the Practice independently. Discuss their responses.

Extending the Life Skill Encourage students to create their own monthly budgets. Have them list their fixed expenses such as mortgage or rent, as well as estimated expenses such as groceries and gas. Ask students to track their expenses for the upcoming month and compare their budgeted amount with the actual amount spent. Assure students that their budgets are private and that they need not share them.

Progress Evaluation Have students fill in copies of PCM 9 to include in their working folders.

Writing Skills Mini-Lesson: Capitalization Rules (p. 42)

Explain that correct capitalization helps other people read and understand one's writing more easily.

1. Read this rule with students.

2–5. Read these rules one at a time, and ask students to name other examples for each. Write their examples on the board.

Practice Have students complete the Practice on their own. Check their completed paragraphs as a class, matching each capital letter with a rule. Have students date their work and put it in their working folders.

More Practice *Voyager 5 Workbook* pp. 9 and 13

Unit 1 Review (p. 43)

Explain that this review will help students evaluate what they have learned in Unit 1.

Reading Review Have students do the Reading Review independently. Have them check their answers against the Answer Key.

Writing Process Before students begin the Writing Review, have them turn to page 160 in *Voyager 5*. Discuss the writing process. Explain that students have already completed stages 1 and 2 for each piece of writing they have done in Unit 1. Ask students to choose the draft they would like to work with further.

To give students specific direction in revising, go over the questions at the bottom of page 44 in the student book. To give students direction in editing, have them refer to the Writing Skills pages in the Reference Handbook (pages 156–159 in *Voyager 5*). Work with students as they revise, edit, and create a final draft. When they get to the editing stage, remind students to find and fix any errors in capitalization. Have students date their writing and put it in their working folders.

More Practice *Voyager 5 Workbook* p. 10

Extending the Theme To extend the theme "Money Matters," explore with the class the topic of saving money. Have students research various savings options offered by local banks, as they did with checking accounts in the Lesson 2 extension activity. Compile their charts in a notebook for the class to use as a reference. Discuss the reasons for saving (emergency, large or special purchases, college for children, retirement) and the importance of saving.

Final Note Review with students the copies of PCM 9 that they have completed for this unit. Ask what additional help they think they need with the material from the three lessons and the Writing Skills Mini-Lesson in Unit 1. Discuss possible ways of meeting those needs.

▶ Unit 2: On the Job

Part of Unit	Voyager 5 pages	TRG pages	Workbook pages
Overview	45	48	
Lesson 4	46 – 55	48 – 49	14 – 15
Lesson 5	56 – 63	49 – 50	16
Lesson 6	64 – 73	51	17 – 18
Writing Skills Mini-Lesson	74	51 – 52	19
Unit 2 Review	75 – 76	52	20 – 23

Student Objectives

Reading

- Read personal accounts, a poem, a work order and diagram, and memos.
- Apply the reading strategies of imagining, using prior experience, and using prior knowledge.
- Make inferences, follow steps in a process, and identify facts and opinions.

Writing

- Write a personal account, directions, and a memo.

Speaking and Listening

- Read aloud, give and receive directions, and summarize.

Life Skill

- Read workplace signs and symbols, a diagram, a time sheet, and an invoice.

▶ Unit 2 PCMs

PCM 4: Problem/Solution Work Sheet
PCM 8: Strategies for Recognizing Words
PCM 9: Student Progress Tracking Sheet

▶ Personal Dictionaries and Spelling Lists Encourage students to add words they would like to learn to their dictionaries and spelling lists during each lesson in Unit 2.

▶ Word Recognition Strategies If students need practice with recognizing words, distribute copies of PCM 8 for them to work with.

See Lesson 1 notes for lesson segments not addressed in these notes.

Unit 2 Overview (p. 45)

This overview introduces the theme "On the Job" and encourages students to relate to it personally before they begin the unit. Call attention to the art, and discuss how it relates to the theme. Read the overview to students, or ask volunteers to read it aloud. Discuss students' answers to the questions.

Be an Active Reader See Unit 1 notes.

Lesson 4 (p. 46)

Learning Goals Discuss the learning goals.

Before You Read Read the first two paragraphs. Point out that students will use the strategy of imagining to better understand the readings in this lesson. Explain that when they read, experienced readers imagine how the characters look and feel as events unfold. Have students answer the three questions.

Preview the Reading Have students read the directions and preview the selection. Record their predictions.

"I'm Not Making Coffee" ***and*** **"Myrtle"** Have students read the selections silently. Remind students that poets choose their words carefully for the way they sound and for the pictures they evoke. Be sure students use the Check-ins to help them apply the strategy of imagining. Encourage them to mark the text, as active readers do. At the end of the selections, have them check any marks they have made. Then have volunteers read the selections aloud.

After You Read

A. If students need help with question 5, ask, "*What does Myrtle do with the newspapers* (wraps them in plastic) *and how does she do it?*" (neatly)

B. Have students review their answers in Before You Read. Ask them to use their imagination as they complete the checklist. Note that there are no right or wrong answers for this exercise, but ask students to give reasons to support their answers.

Extending the Reading Analyze "Myrtle" with the class. Ask, "*What picture of Myrtle do you see in your mind? Why does the poet compare Myrtle to a candle flame?*" (She is dressed in bright yellow; he sees her as flickering through the rain.) Ask students to write a brief description of a worker they know, comparing this worker to an everyday object, as the poet compared Myrtle to a candle flame. Have volunteers share their completed descriptions. Have them date their descriptions and put them in their working folders.

Think About It: Make Inferences Read the introductory paragraphs with students. Discuss the clues in the first excerpt that imply that Bob is a cabdriver.

A. 1. Read the numbered paragraph and excerpt, and ask students what answer they inferred to the question. Discuss the answer given in the student book.
   2. Follow the process above. Then read the question that follows the given answer and discuss students' responses. Emphasize the final sentence. Often more than one appropriate inference can be made.

B. Have students do the Practice independently. Check their answers.

Talk About It As they discuss the questions, ask students to note what kind of job each person has and his or her responses. Have students share and compare what they have found with the class.

Extending the Skill Reread the selection "Making a Difference" in the Skills Preview. Demonstrate how an experienced reader makes inferences. Read the first paragraph, and note the inferences you can make: (1) The author calls the prisoners "strong" people "just trying to make it." You can infer she is sympathetic to them. (2) When the book gives her an idea, you can infer she is a resourceful person. (3) She gets excited about a way to improve the prisoners' situation. You can infer she cares about her work. As you continue reading the selection, ask students what inferences can be made. Discuss inferences that can be made about the author's health.

More Practice *Voyager 5 Workbook* p. 14

Write About It: Write a Personal Account Read the first paragraph aloud.

A. Have volunteers read "What I Do at Work." Note that the personal account gives details about what the author does and when he does it.

   Have students choose a topic, such as "The Work I Do at Home." Encourage them to list all of their tasks in sequence if possible.

B. Remind students to follow the directions to produce drafts. Have them date their accounts and put them in their working folders.

Life Skill: Read Workplace Signs and Symbols Read and discuss the first paragraph.

A. Have students read each of the signs and discuss where they might see them.

B–C. Discuss where the words and symbol might be seen.

Ask students to copy any signs or symbols they have seen but don't understand. Try to identify them for students.

Practice Have students work in pairs. Ask them to tell where they might see each of these signs.

Progress Evaluation Have students fill in copies of PCM 9 to include in their working folders.

Lesson 5 (p. 56)

Learning Goals Discuss the learning goals.

Before You Read Point out that students will use their prior experience with making repairs to better understand the reading. Read the first two *paragraphs.* Explain that students' repairs can be simple (e.g., replacing a light bulb or a battery) or more complex (e.g., replacing a flat tire or fixing an appliance). Have them think of this repair as they do the checklist.

Preview the Reading Have students read the directions and preview the selection.

"First Day on the Job: The Self-Taught Plumber" Have students read the selection silently. Be sure they use the Check-ins to help them use their prior experience. If needed, explain that the work order is a written request for maintenance. Go over each step of the diagram sequentially with students. Encourage students to mark the text, as active readers do. Have them check any marks they have made when they finish reading.

After You Read

B. Name the strategy that works best for you. Discuss the strategy most helpful to each student. Point out that different strategies work best for different people, and people should use what works best for them.

C. Encourage students to evaluate the strategies and discover which strategy works best for them. Tell them to use that strategy most often.

Extending the Reading Discuss types of practical and job-related information found in a library. For instance, library resources can help a person

- find a job (newspaper want ads, career information, information on specific companies)
- build job skills (books on computers; books to help build reading, writing, math, and communication skills)
- make repairs and build things (how-to manuals and books)

If possible, visit your public library with students. Help students use the card or computer catalog to find career resources and how-to books. Encourage students to apply for a library card if they have not already done so.

Think About It: Follow Steps in a Process Read the first section aloud. After you have read "How to Send a Fax," ask students to close their books and tell the four steps in order.

A. Read as students follow along silently. Have students answer the question before reading the answer in the text.

B. Have students do the Practice independently. Check their answers.

Talk About It Encourage students to think of ways that help them understand oral directions (e.g., listening for signal words such as *first* and *last;* writing the steps down; doing each step as you hear it). Compile a class list of listening strategies.

Extending the Skill Bring in several sets of text-based directions (e.g., manuals on how to use a microwave or an answering machine; directions on how to print a computer file).

Have students work in pairs. Give each pair a set of directions. Ask students to read the directions and then write the steps in scrambled order. Have them exchange the scrambled directions with another pair and number each other's scrambled directions in correct order. Have them check their work against the original set of directions.

More Practice *Voyager 5 Workbook* p. 16

Write About It: Write Directions Read the first paragraph aloud. Explain that a flowchart is a special diagram that shows the "flow," or direction, of steps in a process.

A. Be sure students recognize the correct order of steps in the flowchart. Have students construct their flowcharts independently.

B. Let students write independently. Be sure they check their lists for accuracy. Have students date their directions and put them in their working folders.

Life Skill: Read a Diagram Read the first paragraph. Point out the parts list and how the coded parts appear in the illustration. To be sure students can read the diagram, ask questions such as, *"Which part is the glass?"* (part H) *"Where is it found in the diagram?"*

Practice Have students work in pairs as they study the diagram and complete the exercise.

Progress Evaluation Have students fill in copies of PCM 9 to include in their working folders.

Lesson 6 (p. 64)

Learning Goals Discuss the learning goals.

Before You Read Read the first three paragraphs with students. Have the class brainstorm possible memo topics, such as holidays, upcoming meetings, promotions, or changes in personnel. List them on the board. Read the fourth paragraph. Point out that students will use their prior knowledge about memos and business situations to help them understand the memos in this lesson.

Preview the Reading Have students read the directions and preview the selection. Discuss their answers to the questions.

"Problem Solving on the Job" Have students read the memos silently. Be sure students use the Check-ins to help them use their prior knowledge. Note the passage of time indicated by the dates on the memos. Encourage students to mark the text, as active readers do. Have them check any marks they have made when they finish reading.

After You Read

B. If needed, help students brainstorm ideas.

Extending the Reading Ask students to think of a safety problem they have encountered at work or at home. Have them use PCM 4 to identify and evaluate solutions to the problem. Have students date their work sheets and put them in their working folders.

Think About It: Identify Facts and Opinions Read the first section with students. Ask volunteers for other examples of facts and opinions.

A. **1.** Read and discuss the questions, sample statements, and explanation.
  2. Read the questions and sample statements. Discuss students' choices for each statement.

B. Have students do the Practice independently. Discuss their answers.

Talk About It Help students evaluate each other's summaries constructively. Have them answer such questions as, "Are all the important details in the summary? If not, what else should be included? Are there any unimportant details?"

Extending the Skill Ask students to write three or more statements, including at least one fact and one opinion. Volunteers can read their statements, and the class can decide whether the statements are facts or opinions.

More Practice *Voyager 5 Workbook* p. 17

Write About It: Write a Memo Read the first paragraph.

A. Encourage students to think of work-related problems. Be sure they suggest several solutions for the problem. Have them brainstorm solutions on another sheet of paper if necessary, then go back and evaluate the solutions. Students may want to use the copies of PCM 4 they used for Extending the Reading.

B. Be sure students understand the structure of the memo they are to write. Have them date their memos and put them in their working folders.

Life Skill: Read a Time Sheet and an Invoice Students who are familiar with time sheets can study this one and do Practice A independently. Read the explanatory material and discuss it with students who have never used a time sheet.

Read the description of an invoice and discuss the form before students do Practice B.

Progress Evaluation Have students fill in copies of PCM 9 to include in their working folders.

Writing Skills Mini-Lesson: Making Subjects and Verbs Agree (p. 74)

To successfully complete this lesson, students must understand *subject, verb,* and *present tense.* Review these concepts. The rules on this page explain subject-verb agreement in the present tense. Stress the fact that the endings *-s* or *-es* are added only to third-person singular verbs in the present tense.

1. Read the rule. Explain that *he, she,* and *it* are singular pronouns. Read the examples. Point out the subjects in boldface type. Add other examples; ask students to name the subject and verb in each.

2. Read the rule and the examples. Add others, and have students name the subject and verb. Remind students that the endings *-s* or *-es* are added to verbs only when the subjects are singular nouns or third-person singular pronouns.
3. The verb *to be* is especially difficult because it has so many forms. Read the rule and the chart. Ask students to read the chart aloud as a group. Explain that for formal writing and speaking, it is important to use this verb correctly. Provide more practice exercises for students who use these forms incorrectly. Keep in mind that generally we write as we speak, and speech habits are particularly hard to change.

Practice Ask students to exchange their completed sentences with a partner. Have partners read the sentences aloud and correct them together. Then have students date their writing and put it in their working folders.

More Practice *Voyager 5 Workbook* pp. 19 and 23

Unit 2 Review (p. 75)

See Unit 1 notes. When students get to the editing stage in the writing process, remind them to find and fix errors in capitalization and subject-verb agreement.

More Practice *Voyager 5 Workbook* p. 20

Extending the Theme To extend the theme "On the Job," ask students to briefly discuss jobs they have had. How did they get the jobs? What tasks did they do? What were the hours and the working conditions? If students have not had paid jobs, ask them to describe their unpaid work or jobs that friends have held. Compile a class job guide; include in the guide students' job titles and descriptions.

Final Note Review with students the copies of PCM 9 that they have completed for this unit. Ask what additional help they think they need with material from the three lessons and the Writing Skills Mini-Lesson in Unit 2. Discuss possible ways of meeting those needs.

▶ Unit 3: Making a Difference

Part of Unit	Voyager 5 pages	TRG pages	Workbook pages
Overview	77	53	
Lesson 7	78 – 87	53 – 55	24 – 25
Lesson 8	88 – 95	55 – 56	26
Lesson 9	96 – 105	56 – 57	27 – 28
Writing Skills Mini-Lesson	106	57	29
Unit 3 Review	107 – 108	57	30 – 33

Student Objectives

Reading

- Read a biography, a short story, a voter registration form, letters to the editor, and bar graphs.
- Apply the reading strategies of predicting content, skimming, and using prior knowledge.
- Summarize information, categorize information, and identify facts and opinions.

Writing

- Write an autobiography, a persuasive letter, and a letter to the editor.

Speaking and Listening

- Tell a story, interview, and discuss.

Life Skill

- Read a brochure, community announcements, and bar graphs.

▶ Unit 3 PCMs

PCM 4: Problem/Solution Work Sheet
PCM 7: Idea Map
PCM 8: Strategies for Recognizing Words
PCM 9: Student Progress Tracking Sheet

▶ Personal Dictionaries and Spelling Lists Encourage students to add words they would like to learn to their dictionaries and spelling lists during each lesson in Unit 3.

▶ Word Recognition Strategies If students need practice with recognizing words, distribute copies of PCM 8 for them to work with.

See Lesson 1 notes for lesson segments not addressed in these notes.

Unit 3 Overview (p. 77)

The overview introduces the theme "Making a Difference" and encourages students to relate to it personally before they begin the unit. Call attention to the art, and discuss how it relates to the theme. Have volunteers read the overview. Discuss the questions.

Be an Active Reader See Unit 1 notes.

Lesson 7 (p. 78)

Learning Goals Discuss the learning goals.

Before You Read Have students read the first paragraph. Emphasize that a biography is an account of a person's life. Authors often write biographies of famous people. Ask students to name biographies they may have read or heard about.

Introduce the strategy of predicting content as students read the biography. Explain that based on what they know about the type of reading, readers can predict what might be in the selection. Then they look for that information as they read. They also think about what they have just read to predict what they are going to read next.

Read the second paragraph with students and ask, *"If you told someone's life story, what details would you include?"* Have them write two more predictions and share them with the group.

Preview the Reading Have students read the directions and preview the selection. As students preview, ask, *"How does the writer organize the information about Shirley Chisholm's life?"* (point out the subheads in the reading). Have students write their predictions and share the predictions with the group.

"Shirley Chisholm: First Black Congresswoman" Have students read the selection silently. Be sure students use the Check-ins to help them apply the strategy of predicting content. Encourage students to mark the text, as active readers do. At the end of the selection, have them check any marks they have made.

After You Read

B. Have students review the predictions they made in Before You Read. Encourage them to list three new things without referring to the biography.

C. Suggest that students consider leaders and politicians they admire as they list qualities for the first question.

Extending the Reading Encourage students to read about other people who have made a difference in some way. Bring to class biographies or biographical articles suitable for readers at this level. (Such books can be found in the new-readers section of public libraries, at literacy resource centers, and through New Readers Press.) Have students pick a biography that interests them, and ask them to read it on their own time. Students can share what they learned in Extending the Skill (see this page).

Think About It: Summarize Information Read the introduction. Emphasize that a summary should be brief and in students' own words.

A. Have students read this section. Point out the differences in wording between the sample summary and the words in the original selection.

B. Have students do the Practice independently. Encourage them to include only the most important details. If necessary, help students write a topic sentence for each paragraph.

Remind students to make sure they listed events in the correct order. You may want to have students exchange summaries with a partner and evaluate each other's work. Have students date their summaries and put them in their working folders.

Talk About It Ask students to make notes and organize their thoughts before they share the life stories with a partner or with the whole group. If students are reading a biography (see Extending the Reading, this page), invite them to discuss the person they chose to read about. Have students answer the question, "What did this person do to make a difference?"

Extending the Skill Have students write brief summaries of the biographies they read in Extending the Reading (see this page). For those students who have not read biographies, provide an appropriate magazine or newspaper human interest article for them to summarize. Or have students summarize "$100 Dreams" in Lesson 3.

More Practice *Voyager 5 Workbook* p. 24

Write About It: Write an Autobiography Read the first paragraph aloud. Point out that *auto* means "self" in Greek. Give other examples of words with this prefix (e.g., *automobile,* "self-moving"; *autograph,* "self-written").

A. Have students read and follow the directions. Students can use different headings, such as *childhood* and *teen years,* or different places they have lived.

B. Encourage students to add details to their prewriting lists to make their paragraphs more interesting. Have students date their autobiographies and put them in their working folders.

Life Skill: Read a Brochure Read the explanatory paragraphs with students. Have students read the brochure silently or out loud. Point out such features as the bulleted list and the use of color type that are commonly used in brochures to highlight important information.

Practice Have students work independently. Check their answers.

Extending the Life Skill Ask students to work in pairs or small groups to create a one-page brochure advertising your school or program. Have them brainstorm the important facts they want to convey. Then have them write in a style similar to the one used in the brochure in the student book: short, direct text; bulleted list; catchy title. Encourage them to use their artistic skills in creating a layout for their text. Display the completed brochures in your classroom or elsewhere in the building.

Progress Evaluation Have students fill in copies of PCM 9 to include in their working folders.

Lesson 8 (p. 88)

Learning Goals Discuss the learning goals.

Before You Read Read the paragraph aloud. Tell students to list anything about voting that comes to mind, negative or positive. Have volunteers share their lists.

Preview the Reading Point out that students will apply the strategy of skimming before they read. Remind them that skimming is another way to preview. Have students read the directions and skim the selection. Discuss their answers to the questions.

"A New Voter in the West End" Have students read the selection silently. Be sure students use the Check-ins and read the definitions of difficult words. Encourage them to mark the text, as active readers do. At the end of the selection, have them check any marks they have made.

After You Read

B. Discuss how skimming can help readers understand reading material (readers have an idea of the content and know what to expect, so they can focus more on the details).

Extending the Reading Obtain voter registration forms for your state. Forms should be available at the public library, at city hall, or from the League of Women Voters. Go over the form with students. Explain how citizens can register if they are not already registered voters.

Think About It: Categorize Information Have students read the explanatory section. Ask, *"What are the three categories Rosa uses?"*

A. 1–2. Read each numbered paragraph. Have students study each form and decide how the information would be categorized.

B. Have students do the Practice independently or in pairs. Discuss their answers.

Talk About It Tell students that they should interview three people who are not class members. Remind students to record their interview results carefully. Have the class tally all the responses on one chart in columns headed *Yes* and *No.* Ask, *"Did most of the people you interviewed have the same opinion, or did the opinions vary?"*

Discuss the questions in small groups or as a class.

Extending the Skill Let students categorize simple, everyday information. On a board or flip chart, randomly list the names of several colors, cities, holidays, famous people, and movies or TV shows. Have at least two items in each category. Ask students to put the information into categories that they name. Have students compare their categories when they've finished. Explain that different categories are not right or wrong—just different.

More Practice *Voyager 5 Workbook* p. 26

Write About It: Write a Persuasive Letter Read the first paragraph aloud. Explain that *to persuade* means to get someone to agree with you, and that persuasion usually requires clear, valid arguments.

A. As students read the sample letter, point out how the writer stated the problem clearly and then offered two solutions. If students need help choosing topics, suggest common topics, such as traffic control, public transportation, crime, and city maintenance. If students need help thinking of solutions, have them brainstorm with partners.

B. Remind students to state the problem clearly and to support their solution with reasons why it would work. Have students date their letters and put them in their working folders.

Life Skill: Read Community Announcements Read the explanatory paragraph, and have students read the announcement. Discuss how the announcement features the basic facts about the speech as well as two attention-getting sentences (the first and next-to-last lines).

Practice Have students do the Practice independently; then go over the answers with the group.

Progress Evaluation Have students fill in copies of PCM 9 to include in their working folders.

Lesson 9 (p. 96)

Learning Goals Discuss the learning goals.

Before You Read Read the first paragraph. Point out that students will use their prior knowledge as they read the letters. Read the second paragraph, and have students name volunteer activities they remember from school. You may want them to brainstorm ways volunteers could have helped in their schools.

Preview the Reading Have students read the directions and preview the selection.

"Letters to the Editor: Volunteers in School" Have students read the letters silently. Decide if and when you want students to read aloud. Be sure students use the Check-ins to help them use their prior knowledge. Encourage students to mark the text, as active readers do, and go back to check any marks they have made.

"Why Volunteers Are Needed" Read the first paragraph and study the graphs as a class. Ask, "*What is the title of each graph? What do the numbers on the left represent? What does each bar represent?*"

After You Read

B. Encourage students to use their own or their children's experiences as they number their preferences.

C. Ask students to share tips they may have for helping children to learn and to feel good about learning. Gather the tips into a "tip sheet" or brochure.

Extending the Reading Have students work in groups to identify a problem related to education. Have them use PCM 4 to identify one or more causes of the problem and brainstorm possible solutions. Ask them to think specifically about what parents can do to help solve the problem. Have groups share their results.

Think About It: Identify Facts and Opinions Have students read the explanatory section.

A. **1–2.** Read each numbered paragraph and the sample statements that follow. Ask students whether each statement is fact or opinion, and why. Discuss their responses.

B. Have students do the Practice independently. Discuss their answers.

Talk About It Students' opinions may vary. Some may feel that volunteers can help with academics, while others may think this is not appropriate. Mention other possible areas, such as field trips, gym or recess help, library work, and office support. Encourage students to support their opinions with facts. When discussion is finished, have notetakers compile lists of facts and opinions.

Extending the Skill Bring in letters to the editor from the newspaper. Have students work in pairs to read the letters and identify which statements in them are facts and which are opinions.

More Practice *Voyager 5 Workbook* p. 27

Write About It: Write a Letter to the Editor Read the first paragraph aloud.

A. Ask students to read the sample letter. Point out how the first paragraph clearly states the solution, while paragraphs 2 and 3 provide reasons. Have students identify the facts and opinions offered as reasons.

Help students choose a problem they want to write about. Remind them to think of reasons that support their proposed solution. Students might find PCM 7 helpful in organizing their ideas.

B. Make sure students understand what the body of their letter should be. Remind them to include a salutation, a closing, and their signature.

Life Skill: A Closer Look at a Bar Graph Read the first two paragraphs with students.

A. **Practice** Go over the graph with students to be sure they understand how to read it. Ask such questions as, "*What is the title? What do the numbers on the left represent? What do the bars represent?*" Have them do the exercise. Read and discuss the next paragraph.

B. Practice Explain how to use the key to read the double bar graph. Ask questions like the ones mentioned above. Have students complete the exercise and check their answers in the Answer Key.

Extending the Life Skill Bring a variety of bar graphs to class. Have students work in pairs. Give each pair two graphs to study and discuss. Ask students to name these features:

- the topic of the graph
- the items being shown or compared
- the items of greatest and least value on the graph

Pairs should exchange graphs to be sure they are reading both graphs correctly.

Progress Evaluation Have students fill in copies of PCM 9 to include in their working folders.

Writing Skills Mini-Lesson: More on Making Subjects and Verbs Agree (p. 106)

Review what students studied about subject-verb agreement in Unit 2. Read the first paragraph. Be sure students understand *subject, verb,* and *present tense.* Review the present tense forms of the verb *to be.*

1. Read the explanation and the examples. Explain that students must consider the compound subject as a whole, not just the word closest to the verb, when determining which verb form to use. Ask for examples of sentences with singular subjects; have the class turn them into compound subjects and change the verb accordingly.
2. Read the rule. Explain that interrupting words are often words that describe the subject. Write other examples on the board. Have students cross out the interrupting words and underline the subject and verb.

Practice Ask students to exchange their completed sentences with a partner. Have partners read the sentences aloud and correct them together. Have students date their writing and put it in their working folders.

More Practice *Voyager 5 Workbook* pp. 29 and 33

Unit 3 Review (p. 107)

See Unit 1 notes. When students get to the editing stage of the writing process, remind them to find and fix errors in capitalization and subject-verb agreement.

More Practice *Voyager 5 Workbook* p. 30

Extending the Theme To extend the theme "Making a Difference," invite each student to speak about a person who has made a difference, either in the student's own life or in people's lives in general (e.g., a politician, athlete, or other celebrity). Have students prepare their speeches. Remind students what they learned about summarizing: they should include the main point—how the person made a difference—as well as important details that support the main point.

Final Note Review with students the copies of PCM 9 that they have completed for this unit. Ask what additional help they think they need with material from the three lessons and the Writing Skills Mini-Lesson in Unit 3. Discuss possible ways of meeting those needs.

▶ Unit 4: Many Cultures

Part of Unit	Voyager 5 pages	TRG pages	Workbook pages
Overview	109	58	
Lesson 10	110 – 119	58 – 60	34 – 35
Lesson 11	120 – 127	60 – 61	36
Lesson 12	128 – 137	61 – 62	37 – 38
Writing Skills Mini-Lesson	138	62	39
Unit 4 Review	139 – 140	62 – 63	40 – 43

Student Objectives

Reading

- Read fables, a diary entry, and an essay.
- Apply the reading strategies of imagining, using prior experience, and setting a purpose.
- Compare and contrast, make inferences, and identify the main idea and details.

Writing

- Write a fable, a diary entry, and an essay.

Speaking and Listening

- Tell a story, discuss, and summarize.

Life Skill

- Read a map, a schedule, and a chart.

▶ Unit 4 PCMs

PCM 1: KWHL Chart
PCM 2: Main Idea and Details Organizer
PCM 6: Comparison/Contrast Grid
PCM 8: Strategies for Recognizing Words
PCM 9: Student Progress Tracking Sheet

▶ Personal Dictionaries and Spelling Lists

Encourage students to add words they would like to learn to their dictionaries and spelling lists during each lesson in Unit 4.

▶ Word Recognition Strategies If students need practice with recognizing words, distribute copies of PCM 8 for them to work with.

See Lesson 1 notes for lesson segments not addressed in these notes.

Unit 4 Overview (p. 109)

The overview introduces the theme "Many Cultures" and encourages students to relate to it personally before they begin the unit. Call attention to the art, and discuss how it relates to the theme. Have volunteers read the overview. Discuss the questions.

Be an Active Reader See Unit 1 notes.

Lesson 10 (p. 110)

Learning Goals Discuss the learning goals.

Before You Read Have students read the first paragraph. Ask them to name any fables they know. If students can't think of any fables, briefly tell them the outline of a fable such as "The Grasshopper and the Ant": The grasshopper danced through the summer, while the ant worked hard to store up food for the winter. When winter came, the grasshopper was starving and pleaded with the ant for food. Explain that fables often end in a moral or lesson. Ask students what they think the moral of this fable might be ("Don't live just for today. Plan for the future.").

Discuss how animals in fables represent certain human characteristics that we attribute to them. For instance, we perceive eagles to be proud and noble, turtles slow and plodding, and foxes sly.

Read the second paragraph. Point out that students will use the strategy of imagining as they read the fables. Model this activity by choosing an animal, such as a lion, and answering the questions aloud. Then invite students to do the same.

Preview the Reading Have students read the directions and preview the selections. Discuss their answers to the questions. Students may be familiar with the story of the hare and the tortoise; encourage them to use what they know about this tale as they make predictions about the other fables.

"The Eagle and the Spider" and other fables Be sure students use the Check-ins to help them apply the strategy of imagining as they read silently. Encourage students to mark the text, as active readers do. Have volunteers read the fables aloud and discuss them. After the second and third fables, discuss how each story illustrates its moral.

After You Read

B. Encourage students to add other adjectives to describe how they might feel.

C. You may also ask students to consider this question: *"When trying to teach someone about life, what strategies do you use? Do you give them advice, or let them learn through experience, or both? Why?"*

Extending the Reading

1. Point out that these fables come from three different areas of the world: Russia, Greece, and North America. Ask, *"Why do you think people from around the world have such similar stories?"* Encourage students to express and discuss their opinions. Bring in other fables so students can read them and look for similarities.
2. Suggest that students with children read fables to them.

Think About It: Compare and Contrast Introduce this skill by comparing and contrasting two famous people, for instance: *"Let's compare Jodie Foster and Denzel Washington. How are they alike?"* (Both are actors; both make movies; both have won Academy Awards for acting.) *"Let's contrast them. How are they different?"* (Foster is female, Washington is male; Foster is white, Washington black.) On the board, make a chart like the one in the student book and list students' answers.

Have students read the explanatory paragraphs and chart. Emphasize that comparing means looking for similarities; contrasting means looking for differences.

A. Read with students, and have them answer the question in the text.

B. Have students do the Practice independently. Check their answers.

Talk About It Have students think of a time when they learned a meaningful lesson, either as a child or as an adult. You may need to offer a story about yourself as an example. Suggest they list the key events so they can be sure they tell them in order.

Extending the Skill As students work in pairs to compare their stories in Talk About It, have them use PCM 6. Demonstrate how to use the PCM by using one pair's stories: make one partner's story Subject 1 and the other's Subject 2.

More Practice *Voyager 5 Workbook* p. 34

Write About It: Write a Fable Have students read the first paragraph.

A. Read this section and go over the chain of events with students. Have students work with partners. They can begin prewriting by choosing the lesson, or moral, they want to illustrate. Their lessons can be common proverbs, such as, "The early bird gets the worm," "A stitch in time saves nine," "While the cat's away, the mice will play," or "Waste not, want not."

After partners have chosen a lesson or moral, have them develop a story for it. Encourage them to use animals that can demonstrate the qualities needed to teach their lesson. In the example, the German shepherd can stand for a bully who is used to getting his way. The poodle can stand for a small person who knows when it is smart to beat a retreat.

When partners are completing the chain of events, tell them that it is just a bare outline of what happens in the fable. They will add dialogue and details when they write the fable.

B. Have partners write fables based on their chain of events. Have them model their fables on the four fables in the lesson. Remind students to follow the tips in the bulleted list. Be sure they end their fable with the lesson learned. Have students date their fables and put them in their working folders.

Life Skill: Read a Map Read the two paragraphs with students. If students are fairly familiar with maps, let them study the map and move straight to the Practice. However, if students are unfamiliar with maps, you will need a more detailed explanation and discussion. If you have a globe available, use that also. Have students locate the seven continents and the United States. Ask students to name the ocean on each side of North America, and be sure they can read the compass correctly.

Practice Be sure students have answered question 1 correctly before they go on. Have them check their answers in the Answer Key.

Progress Evaluation Have students fill in copies of PCM 9 to include in their working folders.

Lesson 11 (p. 120)

Learning Goals Discuss the learning goals.

Before You Read Read the first paragraph. Ask students to explain the phrase "former Soviet Union." If they need help, explain that it was a nation that included 15 republics in Eastern Europe and northern Asia. It had a Communist government. Russia was the largest and most powerful republic in the Soviet Union. Freedom was limited in the Soviet Union, and religions were suppressed. Many people who lived in the Soviet Union were unhappy with Communist rule. The Soviet Union began to crumble in 1989 as republics began to break away.

Read the second paragraph. Point out that students will use their prior experience as they read the diary in this lesson.

Have volunteers read the third paragraph. Ask them to write on the first line the place or time they are recalling. Then they should list several things they remember that were different from what they were used to.

Preview the Reading Have students read the directions and preview the selection. Ask what the two photos tell about Raimonda's diary topic.

"No Words to Say Good-bye" Have students read the selection silently. Be sure students use the Check-ins to help them use their prior experience. Also be sure they read the definitions of difficult words. Encourage students to mark the text, as active readers do. At the end of the selection, have them check any marks they have made.

After You Read

B. Have students refer to their answers in Before You Read as they complete the checklist.

Extending the Reading Bring in or have students bring in diaries that interest them. Libraries have diaries from various periods in history (e.g., *The Diary of Anne Frank*) and from other lands and cultures. Encourage students to read and discuss their choices.

Think About It: Make Inferences Remind students that they worked with inferences in Lesson 4. Ask them to read the introduction.

A. 1–2. Read the first paragraph. Then have students close their books as you read each numbered paragraph and excerpt. Ask them to try to infer the answers before you read the answers given.

B. Have students do the Practice independently. Discuss their answers.

Talk About It Encourage students to talk with immigrants about these questions to get their point of view. If possible, arrange for English as a Second Language (ESL) students to participate in group discussions.

Extending the Skill Select a high-interest short story, novel, or biography. Read a passage aloud to students, stopping to ask questions that require inference. As students answer the questions, ask, *"What clues helped you fill in the missing pieces?"*

More Practice *Voyager 5 Workbook* p. 36

Write About It: Write a Diary Entry Have students read the first paragraph.

A. Read the directions, and have students read the lists. Have them write the headings *What*

Happened and *My Feelings* and list as many details as they can recall. Have them number the details in the order in which they will write about them.

B. Explain that students may write the diary in the present tense (as if writing on the day of the event) or in the past tense (looking back at the event). Encourage them to add descriptive details. Have students put their dated diary entries in their working folders.

Life Skill: Read a Schedule Have students read the explanatory material and study the schedule. Ask, *"What are the column headings?"* (Days, Times, Room, Instructor) *"What times are ABE classes taught on Mondays and Wednesdays?"* (2:30–4:30 P.M.) Be sure students can read the schedule correctly before they go on.

Practice Have students do the exercise on their own. Discuss the answers.

Extending the Life Skill Bring in multiple copies of schedules, such as bus schedules, TV or movie schedules, etc. Ask a few questions about the information shown on the schedules. Then have students work in pairs: one student asks questions about the schedule, and the other finds the answer.

Progress Evaluation Have students fill in copies of PCM 9 to include in their working folders.

Lesson 12 (p. 128)

Learning Goals Discuss the learning goals.

Before You Read Have students read the first two paragraphs. Discuss what they know about the topic of the essay.

Point out that students will use the strategy of setting a purpose as they read the essay. Have them read the third paragraph. Help them set a purpose by asking, *"What might a Chinese American woman have to share that you might learn or would like to know?"*

Have students use PCM 1 to help them set a purpose for reading. Ask students to fill in column 1 with any information they have about how it feels to be torn between two cultures. In column 2, have them write their purpose—what they want to learn from this reading. In column 3, they can write, "Read the essay in Lesson 12." Tell students they will fill in column 4 after they have read the essay.

Preview the Reading Have students read the directions and preview the selection.

"The Struggle to Be an All-American Girl" Have students read the selection silently. Be sure they use the Check-ins to help them apply the strategy of setting a purpose. Encourage students to mark the text, as active readers do. At the end of the selection, have them check any marks they have made. Have a dictionary handy so that students can look up unfamiliar words (e.g., *dissuade, raunchy, gibberish,* and *pidgin*). Discuss how context clues could help a reader determine their meanings.

"Where Immigrants Come From" After students complete the Final Check-in, read this material with them. Point out that the chart features only a few countries, but that immigrants come to the U.S. from all over the world. Help them read the chart. Ask, *"In the 1970s, how many people came to the U.S. from China?"* (203,000) *"How many came in 1993?"* (80,000) Tell students they will work more closely with charts later in this lesson.

After You Read

B. If students created a KWHL chart before reading the selection, have them complete column 4 now.

C. Ask if students know any families in which the children teach their parents about U.S. life. If so, have them discuss the dynamics of that family.

Extending the Reading Poll the class to determine the countries or areas of the world from which students' families or ancestors came to the United States, and make a table on the board. Invite students to share stories of their families coming to the U.S., of different generations trying to adapt to life in a different culture, or of immigrants trying to live within two cultures.

Think About It: Identify the Main Idea and Details Have students read the explanatory material.

Discuss any questions they may have. Emphasize that some paragraphs have topic sentences and some don't. Tell students that if a paragraph is well-written, readers can infer the main idea even if there is no topic sentence.

A. Have students close their books. Read the paragraph and excerpt, and ask students to write the main idea. Then read the main idea underlined in the text and discuss. Have volunteers read the next two paragraphs and the excerpt. Ask students to state the main idea of the excerpt.
B. Have students do the Practice. Discuss their answers.

Talk About It Remind students that a summary is a brief retelling of the main points of a reading. Suggest that they write down the main points before giving their summaries. Encourage partners to give constructive criticism.

Extending the Skill Have students read a human interest article or essay. (Lifestyle sections of the newspaper often have readable human interest stories.) Have students use PCM 2 to identify the main idea and supporting details. Discuss the organizers with them when they are finished. Have them date their organizers and put them in their working folders.

More Practice *Voyager 5 Workbook* p. 37

Write About It: Write an Essay About a Struggle Read the first paragraph aloud.

A. Remind students that their topic sentence should state the topic of the entire piece.
B. Remind students that it is important to state both sides of an issue, so they should be careful to explain the opposing point of view as well as their own side. Have students date their essays and put them in their working folders.

Life Skill: A Closer Look at Reading a Chart Have students read the explanatory paragraphs. Go over the chart, and ask two or three questions to be sure they understand how to read it.

Practice Let students do the exercise alone or in pairs. Have them check their answers in the Answer Key.

Extending the Life Skill If your school or program has a large ESL population, have your students research the number of ESL students and what countries they come from. Have them compile the data and organize it in a chart.

Progress Evaluation Have students fill in copies of PCM 9 to include in their working folders.

Writing Skills Mini-Lesson: Combining Ideas (p. 138)

Read the first paragraph. Explain that writing one short sentence after another can result in a choppy, disconnected writing style. Combining ideas results in more sophisticated writing.

1. Read the explanation and the examples. Be sure students know the meaning of *subject* and *verb*. Provide additional simple sentences, and ask students to combine them as shown.
2. Read rule 2. Emphasize that the meaning of the sentences determines which connecting word to use.

Practice Read the completed sentences to be sure students combined the ideas appropriately. Have students date their sentences and put them in their working folders.

More Practice *Voyager 5 Workbook* pp. 39 and 43

Unit 4 Review (p. 139)

Follow the process described in Unit 1. When students get to the editing stage of the writing process, remind them to find and fix errors in capitalization, subject-verb agreement, and sentence combining. Refer them to the Reference Handbook on pages 156–159 of *Voyager 5*.

More Practice *Voyager 5 Workbook* p. 40

Extending the Theme Use PCM 6 to extend the theme "Many Cultures." Ask students to work alone or in pairs and research a culture they are interested in. They can simply do interviews, or they can do more in-depth library research. Encourage them to learn about the culture's main language, religion, holidays, foods, and other customs. Then have them complete the grid to compare and contrast this culture with their own.

Final Note Review with students the copies of PCM 9 that they have completed for this unit. Ask what additional help they think they need with material from the three lessons and the Writing Skills Mini-Lesson in Unit 4. Discuss possible ways of meeting those needs.

Post-Assessment

When students have completed Unit 4, have them complete the Skills Review and Student Self-Assessment #2 found at the end of *Voyager 5*. (See Using the Skills Review on page 16 and Using the Student Self-Assessments on page 15.) Encourage them to evaluate their own reading and writing progress by comparing their answers to those they gave before beginning *Voyager 5*.

Alternative Assessment Follow the directions on PCM 10: Tips for Preparing a Progress Portfolio to help students evaluate the material in their working folders and assemble their progress portfolios. Then use PCM 11: Portfolio Conference Questionnaire as you conduct one-on-one evaluation conferences with students.

Voyager 6 Teacher's Notes

Pre-Assessment

Before you begin Unit 1 with students, have them complete the Student Self-Assessment and the Skills Preview at the beginning of *Voyager 6* (see Using the Student Self-Assessments, page 15, and Using the Skills Preview, page 15).

In addition to *Voyager 6*, students will need

- folders in which to keep their finished work and their work in progress (see Working Folders on page 7)
- a spiral-bound or three-ring notebook to use as a personal dictionary (see Personal Dictionaries on page 18)
- a spiral-bound or three-ring notebook to use as a personal spelling list (see page 20)

▶ Unit 1: Success at Work

Part of Unit	Voyager 6 pages	TRG pages	Workbook pages
Overview	13	64 – 65	
Lesson 1	14 – 23	65 – 66	4 – 5
Lesson 2	24 – 31	66 – 67	6
Lesson 3	32 – 41	67 – 68	7 – 8
Writing Skills Mini-Lesson	42	68 – 69	9
Unit 1 Review	43 – 44	69	10 – 13

Student Objectives

Reading

- Read a personal account, job performance evaluations, and an article and bar graph.
- Apply the reading strategies of empathizing, using prior experience, and skimming.
- Understand cause and effect, identify facts and opinions, and identify the main idea and details.

Writing

- Write an explanation, a performance evaluation, and a business letter.

Speaking and Listening

- Summarize, role-play, and discuss.

Life Skill

- Read a paycheck stub, fill in a vacation request form, and read a bar graph.

▶ Unit 1 PCMs

PCM 2: Main Idea and Details Organizer
PCM 5: Cause-and-Effect Chart
PCM 8: Strategies for Recognizing Words
PCM 9: Student Progress Tracking Sheet

▶ Personal Dictionaries and Spelling Lists Encourage students to add words they would like to learn to their dictionaries and spelling lists during each lesson in Unit 1.

▶ Word Recognition Strategies If students need practice with recognizing words at any time, distribute copies of PCM 8 for them to work with.

Unit 1 Overview (p. 13)

This overview introduces the theme "Success at Work" and encourages students to relate to it personally before they begin Lesson 1. Call attention to the art, and discuss how it relates to the theme. Read the overview to students, or ask for volunteers to read it aloud. Discuss the question in the last paragraph. Encourage students to think about qualities they have seen in the workplace.

Be an Active Reader Explain that experienced readers are "active" readers—they think about the information as they read, and they try to figure out words and ideas they don't understand. Encourage

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students to mark things they don't understand. Tell them they will return to any marks they make after they have finished reading the entire selection.

Lesson 1 (p. 14)

Learning Goals Discuss the learning goals. Explain that Lesson 1 will focus on these goals.

Before You Read Read the first paragraph aloud. Point out that students will use the strategy of empathizing as they read the personal account. Explain that experienced readers try to imagine themselves in the place of people they read about to understand their feelings. Read the second paragraph and the activity. Encourage students to imagine themselves in each person's shoes as they complete the exercise. Discuss their responses.

Preview the Reading Read this section aloud, and demonstrate how to preview a reading. Look at the illustrations and ask, *"What seems to be going on in this picture? How do the two women seem to feel? What is going on in the third picture?"* Discuss with students the questions in the student book.

Use the Strategy In Before You Read, students began working with a reading strategy. Use the Strategy encourages students to apply this strategy as they read. Check-ins within the reading selection also remind students to apply the strategy as they read. Tell students to think about the question as they read the selection.

"The Deli" Explain how to use the footnotes to learn the meaning of selected words. Have students read the selection silently. Be sure they use the Check-ins to help them apply the strategy of empathizing. Encourage students to mark the text as explained in Be an Active Reader on page 13 of *Voyager 6.* At the end of the selection, have them check any marks they have made to see if they understand those parts now.

If students have underlined unfamiliar words and are unable to figure them out using PCM 8, encourage them to use a dictionary.

If students need help using a dictionary, demonstrate how. Then give them practice in looking up words, using the pronunciation guide, and determining which definition applies.

After You Read

A. Have students do this exercise independently and check their answers in the Answer Key. Discuss any inappropriate answers. To improve reading comprehension, help students find evidence for the correct answer in the selection.

B. Discuss personal qualities that may help build empathy. Ask, *"Do you think people who show empathy are usually optimistic and naive? Or can our life experiences help us to empathize with others? Why do you feel this way?"*

C. Have students discuss the questions in pairs or small groups. If time allows, have students share their answers with the entire group. If students answer these questions in writing, encourage them to write in a personal or dialogue journal. (See Working with Adult Student Writers, page 19.)

Extending the Reading Ask students to work in pairs. Have pairs choose a thriving local business, large or small, and analyze why that business is successful. Their analyses can be based on personal observation or on interviews with customers or business owners. Have them consider these areas as they do their analyses: type of product or service; price; quality; location and business hours; competition; and customer service.

Ask them to compile their observations to answer the question "Why is this business successful?" Have volunteers present their analyses to the group.

Think About It: Understand Cause and Effect Read the introductory paragraph. On the board, draw a few cause-and-effect boxes with arrows like the ones in the student book. Fill in the boxes with simple examples of cause-and-effect relationships:

Cause		Effect
drop an egg	→	egg breaks
work overtime	→	get overtime pay

Ask students to give some everyday cause-and-effect examples as well. Make sure their examples are truly cause and effect, and not sequence of events (e.g., cook an egg → eat it; work overtime → go home).

A. Read this section as students follow along silently. As you discuss the second example, explain that inferring means to read between the lines for information that is not stated directly.

B. Have students do the Practice independently. Discuss their answers.

Talk About It Encourage group members to write down their parts of the summary. You might want to ask one member of each group to observe and evaluate whether the members' summaries, taken together, summarize the entire selection.

Extending the Skill Discuss how writers may use signal words to show cause and effect. On the board, draw cause-and-effect boxes with an arrow between them. Write an example of everyday cause and effect in the boxes (e.g., the car ran out of gas → the car stopped). Write *because* before the cause box. Under the arrow, list these signal words: *so, as a result, consequently, therefore.* Have volunteers use different signal words as they read the cause-and-effect relationship aloud. Distribute copies of PCM 5, and have students work in pairs to fill in several common cause-and-effect relationships, such as "Because the oven was too hot, the food burned," or "The alarm went off, so I woke up." Remind students to write *because* before the cause box or a signal word between the cause-and-effect boxes for each one.

More Practice *Voyager 6 Workbook* p. 4. The workbook exercises are designed to be done independently. They should not require teacher input.

Write About It: Explain How to Do Something Read the introduction aloud.

A. Have students read the directions and the example. Ask them to choose a task or activity that they know how to do well. Have them make a list like the one shown; be sure they list and number all the steps.

B. If necessary, help students write a topic sentence. Encourage them to add details as they list the steps required to do the task. Have students date their writing and put it in their working folders.

Life Skill: Read a Paycheck Stub Read the first paragraph. Ask, *"Why is it important to read the information on your paycheck stub?"* (to check that the information is accurate; to keep track of your taxes and other deductions) Go over Louise Twofeathers's paycheck stub with the class. Be sure students understand these formulas:

- gross amount = hourly rate × number of hours
- current net = current gross – (current taxes + other deductions)

Practice Have students do the Practice independently or in pairs. Check their answers. For extra practice with the formulas, provide different rates, hours, and deduction amounts, and have students calculate gross and net amounts.

Progress Evaluation Have students fill in copies of PCM 9 to include in their working folders.

Lesson 2 (p. 24)

Learning Goals Read and discuss the learning goals. Explain that Lesson 2 will focus on these goals.

Before You Read Point out that students will use their prior experience as they read the selection. Explain that thinking about related experiences and comparing them with the reading helps people better understand what they read.

Read the introductory paragraph. Ask students to use their experiences and observations and to list skills, actions, and attitudes that a supervisor might evaluate. Tell them to consider positive as well as negative things.

Preview the Reading Have students read the directions and preview the forms and the art.

Use the Strategy See Lesson 1 notes.

"Evaluation Time" Ask students to read the four-paragraph description silently. Remind students to use the Check-in to help them apply the strategy of using their prior experience. Encourage them to mark the text, as active readers do. At the end of the selection, have them check any marks they have made on the text. Be sure students understand the meaning of *E, S, N,* and *U* as you go over the evaluations together.

After You Read

A. See Lesson 1 notes.

B. Remind students to think about their own experiences and observations as they answer these questions. Point out that there are no wrong answers to these questions. Discuss their responses.

C. See Lesson 1 notes. If students have not been employed, ask them to evaluate the work they do at home or at school.

Extending the Reading Bring to class performance evaluation forms used by several businesses in your area, and ask students to bring forms used by their employers. As a class, compare and contrast the forms.

Think About It: Identify Facts and Opinions Read the first paragraph. Give students two other statements to evaluate, such as "Sondra was late for work," and "Sondra should take a different route." Discuss why the first statement is a fact, the second an opinion. Ask volunteers for other examples.

Read the next paragraph. Explain that a statement like "She's good with people" is an opinion. It is one person's interpretation of what it means to be good with people.

A. Read the paragraph and the excerpt. Discuss why "works hard and does a good job," like "good with people," is an opinion.

B. Have students do the Practice independently or in pairs. Go over their answers.

Talk About It Explain that role-playing helps build students' communication skills, which can be vital to job success. If many students prefer the supervisor's role, ask, *"What are some disadvantages of being a supervisor?"* (Supervisors are held accountable for the work done by the people they supervise, deal with employee and customer problems, must make tough decisions, and so on.)

Extending the Skill Bring in newspaper and magazine advertisements. Have students identify the facts (prices, colors, sizes) and the opinions ("best sale of the year," "the right car for you").

More Practice *Voyager 6 Workbook* p. 6

Write About It: Write a Performance Evaluation Read the first paragraph.

A. Read the text and go over the form with students. If necessary, have students find definitions for such words as *objectives* and *delegates.*

B. Have students complete the chart. Encourage them to write facts as well as opinions in their comments. Have students date their evaluations and put them in their working folders.

Life Skill: Fill In a Vacation Request Form Read the first paragraph. If students are or have been employed, ask how they have requested time off.

Practice Have students do 1–3 independently. If dates conflict on question 4, ask, *"Why is it important to negotiate in situations like this?"*

Progress Evaluation Have students fill in copies of PCM 9 to include in their working folders.

Lesson 3 (p. 32)

Learning Goals Read and discuss the learning goals. Explain that Lesson 3 will focus on these goals.

Before You Read Read the paragraph, and have students do the checklist. Discuss their responses.

Preview the Reading This lesson's reading strategy, skimming, is another way to preview. Read the paragraph, and demonstrate how to skim a reading. Then discuss the questions.

Use the Strategy See Lesson 1 notes.

"How to Be Successful at Work" Have students read the selection silently. Decide if and when you want students to read aloud. Be sure students use the Check-ins to help them apply the strategy of skimming. Remind students to mark difficult vocabulary not defined in footnotes (e.g., *excel, repetitive, collating*). At the end of the selection, have them look up any words they still don't know.

"Choosing a Job with Success in Mind" Read the introduction with students, and help them study the graph. Ask such questions as, "*Which occupation is expected to grow the fastest?*" (home health aides) "*By what percent is it expected to grow?*" (about 140 percent). Discuss what a 140 percent increase in home health aide jobs means: for every 100 jobs available in 1992, there will be an *additional* 140 jobs—a total of 240—in 2005.

After You Read

A. See Lesson 1 notes.
B. Have students skim to answer the questions.
C. See Lesson 1 notes.

Extending the Reading Poll students to find out what jobs they have had and what jobs they would like. Distribute additional research data on occupations and skills, and have students determine whether jobs in various career areas are projected to grow, decline, or remain the same.

Think About It: Identify the Main Idea and Details Read the explanatory section aloud. Remind students that in a well-written article, the main ideas are often like building blocks:

- Each paragraph has a main idea (sometimes stated in a topic sentence, as shown in the excerpt) and supporting details.
- The main ideas of all the paragraphs in a section support the main idea of that section.
- The main ideas of all the sections of an article support the main idea of the article as a whole.

Use PCM 2 to demonstrate identifying the main idea and details of the section "Some Tips on Getting Along with People."

A. Ask students to read Part A. Check that they identified the main idea of the paragraph.
B. Remind students that facts are statements that can be verified—shown to be true. Examples illustrate a situation. Reasons explain why something has been or should be done. Have students do the Practice independently. Discuss their answers.

Talk About It Encourage students to think about acquaintances or co-workers who have especially good interpersonal skills. Ask, "*What do these people do that works well?*" Have students list behaviors that are effective.

Extending the Skill Use PCM 2. Ask students to write the main idea of "How to Be Successful at Work" (the first sentence in the article). Have them find at least four supporting details (either the headings for the first four sections or more specific details within the article). Discuss the completed PCMs with the group.

More Practice *Voyager 6 Workbook* p. 7

Write About It: Write a Business Letter Read the first paragraph. Read through the analysis of a business letter with students, pointing to the appropriate parts in the sample. Point out that the writing style is short and to the point.

A. Suggest that students look through newspaper want ads for ideas about jobs to apply for.
B. Have students follow the directions as they draft a letter. Ask them to write the letter as if they were also including a resume. Have students date their letters and put them in their working folders.

Life Skill: Another Look at Reading a Bar Graph Read the first paragraph aloud as students follow along. Ask if they have any questions about the graph; if so, discuss.

Practice Have students work independently. Discuss their responses to question 6.

Progress Evaluation Have students fill in copies of PCM 9 to include in their working folders.

Writing Skills Mini-Lesson: Subject-Verb Agreement with *be* and *have* (p. 42)

Read the first two sentences. Write a few simple sentences on the board, and ask volunteers to name the subject and verb for each. Then read the rest of the paragraph. Explain that many people have trouble using these verbs correctly because *be* and *have* have many forms and are used often.

1–2. Read these rules with students. If students frequently use *be* in other ways (e.g., "I be," "we is," "he were," "they was"), point out that using standard forms of *be* is important in business and formal situations, as well as on the job. Have volunteers give sentences using each form correctly.

3. Read the rules and examples. Have volunteers give other sentences using each form correctly.

Practice Ask students to complete the exercise on their own. Go over the corrected paragraph with the group, discussing each agreement issue. Have students date their writing and put it in their working folders.

Note: Habits are hard to break. Students who have used nonstandard oral English for many years will need a lot of practice to replace those speech habits. Create more drill exercises for them.

More Practice *Voyager 6 Workbook* pp. 9 and 13

Unit 1 Review (p. 43)

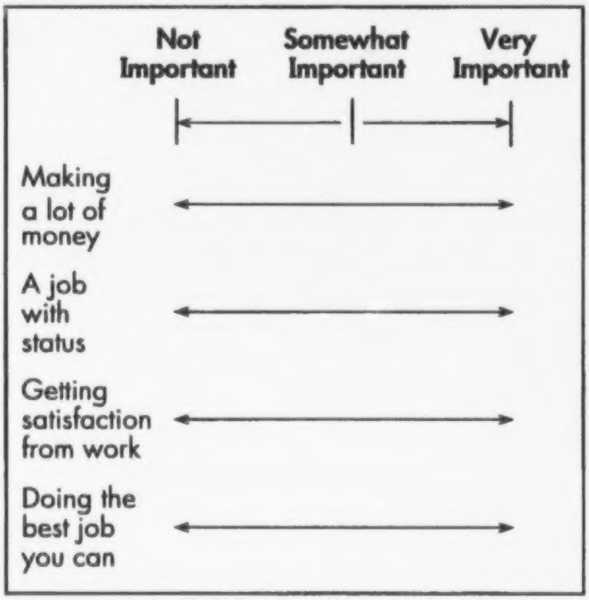
Explain that this review will help students evaluate what they have learned in Unit 1. Give students plenty of time to complete the review.

Reading Review Have students do the Reading Review independently. Have them check their answers against the Answer Key.

Writing Process Before students begin the writing review, turn to page 159 in *Voyager 6.* Discuss the writing process. Explain that students have already completed steps 1 and 2 for each piece of writing they have done in Unit 1. Ask students to choose the draft they would like to work with further. To give students specific direction in revising, go over the list of points to check at the bottom of the page. When students get to the editing stage of the writing process, remind them to fix any subject-verb agreement problems they find. Work with students as they revise, edit, and create a final draft.

More Practice *Voyager 6 Workbook* p. 10

Extending the Theme To extend the theme "Success at Work," draw the following continuum on the board and have students copy it onto their own paper:



Ask students to think about what success means to them. They can add other factors if they wish. Tell them to mark the importance of each factor by placing an *X* on the appropriate spot along the continuum. Have small groups compare responses and discuss the issues. Encourage students to use their continuums to write about the theme in a paragraph titled "What Success Means to Me."

Final Note Review with students the copies of PCM 9 that they have completed for this unit. Ask what additional help they think they need with material from the three lessons and the Writing Skills Mini-Lesson in Unit 1. Discuss possible ways of meeting those needs.

▶ Unit 2: Taking a Stand

Part of Unit	Voyager 6 pages	TRG pages	Workbook pages
Overview	45	70	
Lesson 4	46 – 55	70 – 71	14 – 15
Lesson 5	56 – 65	71 – 72	16 – 17
Lesson 6	66 – 73	72 – 73	18
Writing Skills Mini-Lesson	74	73	19
Unit 2 Review	75 – 76	74	20 – 23

Student Objectives

Reading

- Read a story, biographical sketches, and part of a speech.
- Apply the reading strategies of using prior knowledge and predicting content.
- Identify theme, compare and contrast, and identify the main idea and details.

Writing

- Write about an incident, write a biographical sketch, and write an opinion.

Speaking and Listening

- Discuss, summarize, and read aloud.

Life Skill

- Read a political cartoon, a map, and a line graph.

▶ Unit 2 PCMs

PCM 1: KWHL Chart
PCM 2: Main Idea and Details Organizer
PCM 3: Story Frame
PCM 6: Comparison/Contrast Grid
PCM 7: Idea Map
PCM 8: Strategies for Recognizing Words
PCM 9: Student Progress Tracking Sheet

▶ Personal Dictionaries and Spelling Lists

Encourage students to add words they would like to learn to their dictionaries and spelling lists during each lesson in Unit 2.

▶ Word Recognition Strategies If students need practice with recognizing words, distribute copies of PCM 8 for them to work with.

See Lesson 1 notes for lesson segments not addressed in these notes.

Unit 2 Overview (p. 45)

The overview introduces the theme "Taking a Stand" and encourages students to relate to it personally before they begin Lesson 4. Call attention to the art, and discuss how it relates to the unit theme. Have volunteers read the overview aloud. Discuss the questions in the last paragraph.

Be an Active Reader See Unit 1 notes.

Lesson 4 (p. 46)

Learning Goals Discuss the learning goals.

Before You Read Read the first paragraph. Explain that students will use their prior knowledge about certain times in U.S. history to help them understand the story in Lesson 4. Explain that experienced readers recall what they already know about a topic and use that knowledge as they read. Read the second paragraph with students, and encourage them to list things they have heard or learned about the Great Depression and how African Americans were treated at that time. Be prepared to give background information on the Ku Klux Klan if students are unfamiliar with it.

Preview the Reading Have students read the directions and preview the lesson. Discuss their predictions.

"The Right Thing to Do at the Time" Have students read the selection silently. Be sure students use the Check-ins to help them activate their prior knowledge. Encourage students to mark the text, as active readers do. At the end of the selection, have them check any marks they have made. Have volunteers read the story aloud.

After You Read

B. Ask students to give reasons to support their choice, but point out that there are no right or wrong answers for this exercise. Ask students for other suggestions. Write their ideas on the board.

Extending the Reading Have students use PCM 3 to summarize the story. Discuss their summaries.

Think About It: Identify Theme Read and discuss the explanation of theme. Be sure students can differentiate theme from topic. (Theme is the message about life; topic is the general subject.)

A. Have students read this section silently. Discuss how developing a theme is similar to supporting a main idea with details. The theme of a story is the main idea. The details of setting and action of the plot develop and support the theme.

B. Have students do the Practice independently. For question 3, ask students to skim "The Deli" if they remember it well; otherwise, have them reread it. Discuss students' answers.

Talk About It Encourage groups to list their suggestions and share them with the class.

Extending the Skill Have students read a poem or song from the Depression (e.g., "Brother, Can You Spare a Dime") or from the Civil Rights movement (e.g., "We Shall Overcome") and identify the theme.

More Practice *Voyager 6 Workbook* p. 14

Write About It: Write About an Incident

A. Read the introduction and directions. If students described a stand they made for racial equality in Talk About It, they can write about it here. Otherwise, help students choose an incident to write about. Let them know that it can seem small (e.g., insisting that a store honor its advertised prices) or large (e.g., standing up to harassment or abuse, going on strike against unfair labor practices, joining a demonstration).

B. Have students follow the directions. When students tell what happened, remind them to write the events in order. Have them date their writing and put it in their working folders.

Life Skill: Read a Political Cartoon Read the introduction together. Ask if students read political cartoons and, if so, where they find them.

Practice Read the cartoon caption. Discuss what is going on in the cartoon and how the cartoonist expresses his point of view. Have students work in pairs to complete the exercise.

Extending the Life Skill

1. Bring or have students bring political cartoons from current newspapers or magazines to discuss.
2. Have the group choose a current social or political issue. Have a brief discussion to cover some facts and opinions about the issue. Then ask students to work alone or in pairs to draw a political cartoon showing their opinion about the issue. Discuss the cartoons.

Progress Evaluation Have students fill in copies of PCM 9 to include in their working folders.

Lesson 5 (p. 56)

Learning Goals Discuss the learning goals.

Before You Read Explain that students will use the strategy of predicting content as they read this selection. Read and discuss the first two paragraphs. Then have students do the pre-reading checklist.

Discuss what students know about the struggle for human rights in other parts of the world. Explain that the women profiled in "Extraordinary People" are human rights advocates from Guatemala and Burma. Distribute copies of PCM 1. Ask students to write this topic: "The human rights struggle in Guatemala and Burma." Have them complete the first three columns of the chart. In column 3, students can list "read 'Extraordinary People,'" but they should list at least one other type of research as well.

You may want to discuss definitions of some key words in these sketches, such as *displaced, repression,* and *guerrillas,* before students begin to read.

Preview the Reading Have students read the directions and preview the selections. Find Guatemala and Burma (called Myanmar by the military government) on a world map or globe.

"Extraordinary People" Have students read the selection silently. Be sure students use the Check-ins to help them apply the strategy of using their prior knowledge. Help them pronounce proper names. Make sure they understand that *b. 1960* means "born in 1960." Encourage students to mark the text, as active readers do. At the end of both selections, have them check any marks they have made. Have volunteers read the articles aloud.

After You Read

B. Have students look back at their answers in Before You Read and add two other items.

Extending the Reading Encourage students to find out the current status of Menchú and Suu Kyi. Have volunteers report their findings. Have students complete their KWHL charts.

Think About It: Compare and Contrast Read and discuss the introductory paragraphs.

A. Read this section aloud, and go over the chart. Be sure students understand that the column headed *Both* represents a comparison.

B. Have students do the Practice in pairs or independently. Tell them to look back through the article to find answers. Check their answers.

Talk About It Ask partners to evaluate each other's summary: Were all the main points covered? Were they told in the correct sequence? Were less important details left out?

Extending the Skill Have students research a person noted for human rights work, perhaps a recent recipient of the Nobel Peace Prize. Have students find this information:

- brief biographical data
- background on the humanitarian issue
- the work the person did

Have pairs of students use PCM 6 to compare and contrast the people they researched. Ask pairs to compile the information into a brief report and make an oral presentation to the class.

More Practice *Voyager 6 Workbook* p. 16

Write About It: Write a Biographical Sketch Read the first paragraph. Help students find subjects to write about. List these ideas on the board: *family members, co-workers, bosses, ministers.* Encourage students to add others, then choose one. If students researched a famous person for Extending the Skill, they may choose to write about that person.

A. Read through the questions with students; brainstorm others with the group.

B. Tell students to include the most interesting details and information, but to cover the basics as well (e.g., age, profession, family information). Have students date their writing and put it in their working folders.

Life Skill: Read a Map Read the explanatory paragraphs. Be sure students understand how north, south, east, and west are labeled on the map.

Practice Have students complete the activity independently or as a group.

Progress Evaluation Have students fill in copies of PCM 9 to include in their working folders.

Lesson 6 (p. 66)

Learning Goals Discuss the learning goals.

Before You Read Explain that students will use their prior knowledge—information they know about Dr. King and the Civil Rights movement—to help them understand his speech "I Have a Dream." Have students list and then share details about Dr. King.

Preview the Reading Have students read the directions and preview the selection.

"I Have a Dream" Have students read the speech silently. Be sure they use the Check-ins to help them activate their prior knowledge. The quotation noted in the first Check-in is from the Declaration of Independence. The quotation beginning "every valley shall be exalted" is from the Bible, Isaiah 41:4–5. Encourage students to mark the text, as active readers do. At the end of the selection, have them check any marks they have made. Ask volunteers to read the speech aloud.

After You Read

B. Discuss students' answers, and have them give reasons to support them.

Extending the Reading Bring in the entire text of "I Have a Dream," and have students read and discuss it together. If possible, play an audio- or videotape of Dr. King delivering the speech at the 1963 March on Washington.

Think About It: Identify the Main Idea and Details Read the first section with students. Remind them that *implied* means not stated directly.

A. Have students read the excerpt and note its main idea and details.

B. Before students complete question 1, ask, *"What is the implied main idea of this excerpt?"* (We can endure because we have faith that we will be free in the future.) Have them complete the Practice.

Talk About It Help students practice their oral reading skills before having volunteers read aloud.

Extending the Skill Use PCM 2 with another famous speech, such as Lincoln's Gettysburg Address. Help students identify the main ideas and supporting details.

More Practice *Voyager 6 Workbook* p. 18

Write About It: Write an Opinion Read and discuss the first paragraph.

A. Have students first circle *do* or *do not* in the center circle to indicate their opinion. Then ask them to write examples or reasons supporting their opinion in the ovals. Tell them to add more ovals if needed. If you prefer, you can provide students with copies of PCM 7 instead.

B. Help students decide whether to write one paragraph or several. If they use several sentences to explain each supporting detail, each detail requires a separate paragraph. Have them date their writing and put it in their working folders.

Life Skill: Read a Line Graph Read the first paragraph. Have students read the title and the labels along each axis. Be sure they understand the key. Explain that line graphs show trends at a glance—you can quickly see whether a quantity rises, falls, or stays the same over time.

Practice Have students do the Practice and check their answers.

Extending the Life Skill Ask students to bring line graphs from newspapers or magazines. Pairs of students can work together to ask and answer questions about them.

Progress Evaluation Have students fill in copies of PCM 9 to include in their working folders.

Writing Skills Mini-Lesson: Commas in Compound Sentences (p. 74)

To successfully complete this lesson, students first must understand what a simple sentence is. Give examples as needed.

1. Point out the two complete thoughts in the examples. Ask students for other examples of compound sentences. Write them on the board, and have students identify the subject and verb in each clause. Ask where the comma should be placed.
2. Ask students for other examples of sentences with compound subjects and compound verbs. Write them on the board, and point out that there is no comma.

Practice Go over students' completed paragraphs as a group.

More Practice *Voyager 6 Workbook* pp. 19 and 23

Unit 2 Review (p. 75)

Follow the process described in Unit 1. When students get to the editing stage of the Writing Process, remind them to fix any problems with subject-verb agreement and compound sentences.

More Practice *Voyager 6 Workbook* p. 20

Extending the Theme To extend the theme "Taking a Stand," read together *To Kill a Mockingbird* by Harper Lee, or watch the movie based on the book. When students have finished, have them complete PCM 3 and discuss it. Ask: *"Who took a stand? For what cause? What were the results?"* Invite students to share their feelings and reactions to the story.

Final Note Review with students the copies of PCM 9 that they have completed for this unit. Ask what additional help they think they need with material from the three lessons and the Writing Skills Mini-Lesson in Unit 2. Discuss possible ways of meeting those needs.

▶ Unit 3: Relationships

Part of Unit	Voyager 6 pages	TRG pages	Workbook pages
Overview	77	75	
Lesson 7	78 – 87	75 – 76	24 – 25
Lesson 8	88 – 97	76 – 77	26 – 27
Lesson 9	98 – 105	77 – 78	28
Writing Skills Mini-Lesson	106	78	29
Unit 3 Review	107 – 108	78 – 79	30 – 33

Student Objectives

Reading

- Read scenes from a play, a story, and bar graphs.
- Apply the reading strategies of visualizing, imagining, and using prior knowledge.
- Make inferences, identify theme, and identify facts and opinions.

Writing

- Write dialogue, a friendly letter, and an opinion.

Speaking and Listening

- Read aloud and discuss.

Life Skill

- Read a map, a family tree, and a double line graph.

▶ Unit 3 PCMs

PCM 1: KWHL Chart
PCM 3: Story Frame
PCM 7: Idea Map
PCM 8: Strategies for Recognizing Words
PCM 9: Student Progress Tracking Sheet

▶ Personal Dictionaries and Spelling Lists Encourage students to add words they would like to learn to their dictionaries and spelling lists during each lesson in Unit 3.

▶ Word Recognition Strategies If students need practice with recognizing words, distribute copies of PCM 8 for them to work with.

See Lesson 1 notes for lesson segments not addressed in these notes.

Unit 3 Overview (p. 77)

The overview introduces the theme "Relationships" and encourages students to relate to it personally before they begin Lesson 7. Have volunteers read the overview aloud. Discuss the questions in the last paragraph. Discuss how the art relates to the unit theme.

Be an Active Reader See Unit 1 notes.

Lesson 7 (p. 78)

Learning Goals Discuss the learning goals.

Before You Read Ask if anyone has seen the play or the movie version of *On Golden Pond.* If so, have them tell the others about it. Have students read the two lines of dialogue and answer the questions.

Explain that when we visualize, we picture in our minds what we are reading about. Because a playwright does not give detailed descriptions of characters' looks and actions, visualizing is especially necessary when reading a play.

Preview the Reading Have students read the directions and preview the selection. Ask, *"What characters speak in this scene?"*

"On Golden Pond" After students read the background information, ask, *"Who is Ethel? Who is Norman? Who is Chelsea? Where does this scene take place?"* Be sure students use the Check-ins to help them apply the strategy of visualizing. Encourage students to mark the text, as active readers do. At the end of the selection, have them check any marks they have made. Have students read the scenes aloud, taking turns playing the three parts.

After You Read

B. Ask students to jot down details they visualized. Have them share their ideas.

Extending the Reading Show the same scenes from the videotape of the movie. Ask students to compare and contrast reading a play with seeing it presented. Discuss how visualizing helps a reader understand.

Think About It: Make Inferences Discuss the introduction. Emphasize that readers often must make inferences to understand things the author does not state directly.

A. Have students read the question and excerpt and make the inference. Then read and discuss the inferences given in the text. If necessary, explain that sarcasm is a bitter type of humor often meant to hurt someone's feelings.

B. Help students answer the first question; if necessary, point out lines that help lead to inferences. Have students complete the Practice. Discuss their answers, and have them support their inferences with evidence from the excerpt.

Talk About It Have students practice reading their lines. Encourage them to use appropriate gestures and facial expressions. Ask each group to present their scenes to the class.

Extending the Skill Read *On Golden Pond.* Discuss relationships as they develop, particularly the relationship between Norman and the boy. Have students list at least three inferences they make as they read. Discuss the play and students' inferences.

More Practice *Voyager 6 Workbook* p. 24

Write About It: Write Dialogue Have students read the first paragraph. Encourage them to imagine characters and a relationship they think will be interesting. You might have the group brainstorm for topics.

A. Have students read and follow the directions. Point out that the sample word map shows the basic ideas in order, while the dialogue is detailed and complete.

B. Encourage students to listen to their dialogue and visualize people actually saying their lines. Have them date their dialogues and put them in their working folders.

Life Skill: Read a Map Read the first paragraph with students. Point out the key and the compass. Be sure that students know that north is at the top of the map.

Practice Have stûdents work in pairs and check their answers.

Extending the Life Skill Bring to class street maps for your community. Ask students to work in pairs to write at least three questions about the map. Have them exchange questions with another pair and write answers to each other's questions.

Progress Evaluation Have students fill in copies of PCM 9 to include in their working folders.

Lesson 8 (p. 88)

Learning Goals Discuss the learning goals.

Before You Read Read the first paragraph. Point out that students will use the strategy of imagining as they read the story. Explain that experienced readers try to imagine what the characters are thinking and feeling. Have students read the second paragraph and answer the questions. If students seem eager to discuss their responses, do so.

Preview the Reading Have students preview the selection.

"The Corn Planting" Have students read the selection silently. Be sure students use the Check-ins to help them apply the strategy of imagining. Encourage students to mark the text, as active readers do. At the end of the selection, have them check any marks they have made. Since this is a long story, you may want students to read aloud selected sections only.

After You Read

B. Encourage students to imagine Hal's feelings, and discuss why Hal blurted out the bad news.

Extending the Reading Discuss the elements of fiction: setting, characterization, plot. Have students use PCM 3 to identify these elements in "The Corn Planting."

Think About It: Identify Theme Have students read the first paragraph.

A. After students read part A, discuss the statement of the theme to make sure students understand it.

B. Have students do the Practice independently. As they read each excerpt, suggest they ask themselves, "Does this relate to life going on despite death?" Discuss their answers.

Talk About It Have students list the qualities of the couples and their relationships that seem to lead to strong, long-lasting relationships.

Extending the Skill Ask students to read a short story, and have them identify the theme. Or if students have read *To Kill a Mockingbird* or *On Golden Pond,* suggested as extension activities in previous lessons, ask them to identify the theme in one of these works.

More Practice *Voyager 6 Workbook* p. 26

Write About It: Write a Friendly Letter Have students read the first paragraph and choose the person to whom they will write.

A. Help students list ideas to write about. Tell them they can choose from their list the ideas they want to include.

B. Before students begin writing, study the format of a friendly letter. Ask students to name other words they can use as a closing *(Sincerely, Yours truly, Your friend).* Have them put their dated letters in their working folders.

Life Skill: Read a Family Tree Read the first paragraph, and discuss the sample family tree with students.

Practice Have students do this exercise in pairs. You may need to discuss terms of relationships (e.g., *grandparents, first cousins*) to help students understand the diagram and answer the questions. Go over the answers as a class.

Progress Evaluation Have students fill in copies of PCM 9 to include in their working folders.

Lesson 9 (p. 98)

Learning Goals Discuss the learning goals.

Before You Read Have students read this section. Point out that they will use their prior knowledge as they study the graphs. Briefly discuss some things they might write about family relationships.

Students may want to fill in PCM 1. If so, they might write "Read the graphs in this lesson" in the column headed *H.*

Preview the Reading Have students read the directions and preview the graphs.

"Bar Graph for Size of Households" Read and discuss the explanation with students. Point out that the vertical label ("in thousands") indicates that you must multiply each number by 1,000 to find the actual number of persons. Remind students that to multiply by 1,000, you can simply add a comma and three 0s at the end of the number. Have students practice multiplying numbers on the vertical axis by 1,000. Have volunteers take turns asking and answering other questions about the graph.

"A Double Bar Graph" Read this section with students. Point out each feature of the graph as it is described. Have students identify the year and the percents shown for the category "neither parent." Then have them study the graph and answer the questions. Discuss their answers. Read the Final Check-in, and discuss the questions.

After You Read

B. To broaden the discussion, ask, "*What are some advantages and disadvantages for children who live with one parent, both parents, or one or both grandparents?*"

If students began a KWHL chart before they read the graphs, have them complete the column headed *L* now.

Extending the Reading Have students work in groups to compile data that reflects something about relationships. They can use such sources as

Statistical Abstract of the United States or a U.S. Census Bureau publication. Help them select data that is appropriate for a bar graph. Have groups create bar graphs from the data they select. Have each group present their graphs to the other groups for discussion.

Think About It: Identify Facts and Opinions Have students read the explanatory section.

A. Discuss why each statement is a fact or an opinion.

B. Have students do the Practice independently. Remind them to ask "Can this be proved true by the data on the graph?" as they evaluate each statement. Discuss their answers.

Talk About It Encourage students to read these questions carefully and think about them before they discuss them.

Extending the Skill Ask each student to write three facts and three opinions about politics, religion, or lifestyles. Have students exchange statements with a partner and identify which statements are facts and which are opinions.

More Practice *Voyager 6 Workbook* p. 28

Write About It: Write Your Opinion Read the first paragraph.

A. Help students choose a topic pertaining to relationships. List on the board broad areas (dating, marriage, divorce, parenthood, families, relatives, friendship). Have them consider how they feel about the topic they choose and write an opinion statement expressing their feelings. Next, ask them to list several reasons supporting or explaining their opinion. Encourage them to list facts and examples rather than other opinions. You may want to distribute copies of PCM 7 to help students generate and organize their ideas.

B. Students should follow the directions. Have them date their writing and put it in their working folders.

Life Skill: Read a Double Line Graph Read the first paragraph with students. Have students identify the title, the labels, and the key. Be sure students recognize the different lines used to show marriages and divorces. Review the concept "rate per 1,000 population": 9.1 out of every 1,000 people got married in 1994; 4.6 out of every 1,000 people got divorced in 1994.

Practice Have students work alone or in pairs. Discuss their responses.

Progress Evaluation Have students fill in copies of PCM 9 to include in their working folders.

Writing Skills Mini-Lesson: Writing Complex Sentences (p. 106)

Begin the lesson by reviewing compound sentences (in the Writing Skills Mini-Lesson in Unit 2). Then read and discuss the first section with students. Be sure students understand that "when I worked at Pizza World" is not a complete thought. Write other examples of complex sentences on the board, and have students identify the independent and dependent clauses.

1. Read the explanation and the examples. Using the example sentences you wrote, ask students to reverse the placement of the clauses and to point out where a comma should be placed.
2. Point out that the connecting word is the word that begins the dependent clause. Use several of the connecting words in complex sentences. Ask students to give example sentences as well.

Practice Ask students to exchange their completed sentences with a partner. Have partners read the sentences and correct them together. Have students date their writing and put it in their working folders.

More Practice *Voyager 6 Workbook* pp. 29 and 33

Unit 3 Review (p. 107)

See Unit 1 notes. When students get to the editing stage of the writing process, remind them to fix any problems they find with subject-verb agreement or compound and complex sentences.

More Practice *Voyager 6 Workbook* p. 30

Extending the Theme To extend the theme "Relationships," ask students to think about their relationship with another person who is very important to them. Ask them to express their feelings about this relationship in some way. They can express their feelings by writing a paragraph, a poem, or a story; drawing or painting a picture; making a sculpture or collage; or creating a cartoon. Ask volunteers to present and explain their projects to the class. If possible, provide space to display their projects.

Final Note Review with students the copies of PCM 9 that they have completed for this unit. Ask what additional help they think they need with material from the three lessons and the Writing Skills Mini-Lesson in Unit 3. Discuss possible ways of meeting those needs.

▶ Unit 4: Insights

Part of Unit	Voyager 6 pages	TRG pages	Workbook pages
Overview	109	80	
Lesson 10	110 – 119	80 – 81	34 – 35
Lesson 11	120 – 127	81 – 82	36 – 37
Lesson 12	128 – 137	82 – 84	38
Writing Skills Mini-Lesson	138	84	39
Unit 4 Review	139 – 140	84	40 – 43

Student Objectives

Reading

- Read an autobiography, a personal account, and a biographical article.
- Apply the reading strategies of imagining, empathizing, and using prior experience.
- Make inferences, compare and contrast, and understand cause and effect.

Writing

- Write the results of an interview, compare and contrast two things, and write a cause-and-effect paragraph.

Speaking and Listening

- Discuss and tell a story.

Life Skill

- Read a time line, fill in a hospital admission form, and read a circle graph.

▶ Unit 4 PCMs

PCM 5: Cause-and-Effect Chart
PCM 6: Comparison/Contrast Grid
PCM 7: Idea Map
PCM 8: Strategies for Recognizing Words
PCM 9: Student Progress Tracking Sheet

▶ Personal Dictionaries and Spelling Lists

Encourage students to add words they would like to learn to their dictionaries and spelling lists during each lesson in Unit 4.

▶ Word Recognition Strategies If students need practice with recognizing words, distribute copies of PCM 8 for them to work with.

See Lesson 1 notes for lesson segments not addressed in these notes.

Unit 4 Overview (p. 109)

The overview introduces the theme "Insights" and encourages students to relate to it personally before they begin Lesson 10. Have volunteers read the overview aloud. Call attention to the art, and discuss how it relates to the unit theme. Discuss the questions, and encourage students to give examples of times when they have had an insight.

Be an Active Reader See Unit 1 notes.

Lesson 10 (p. 110)

Learning Goals Discuss the learning goals.

Before You Read Read the introduction. Explain that a biography is someone's life story written by another person. When you write your own life story, it is called an autobiography. Point out that students will use the strategy of imagining as they read the autobiography in this lesson.

Talk about the different modes we use to communicate: spoken and written words, sign language, facial expressions, and body language. Discuss what happens when two people do not share the same mode. Next, emphasize that at the beginning of this narrative, Keller cannot see, hear, or speak. Ask, *"If you could not hear or see, how would you learn to talk? Would you know you were making sounds when you yelled or cried?"* Have volunteers try to move around the room blindfolded.

Preview the Reading Have students read the directions and preview the selection.

"The Story of My Life" Point out the year in which the events take place (1887), and explain that Keller's writing—word choice, tone, sentence structure—reflects a style used by writers in the late 19th century. You may want to read the excerpt to students to help them understand the difficult syntax. Then have them reread it silently. Be sure they use the Check-ins to help them apply the strategy of imagining. Encourage them to mark the text, as active readers do. At the end of the selection, have them check any marks they have made.

After You Read

B. Encourage students to add other adjectives to describe how they might feel.

Extending the Reading Show a videotape of the movie *The Miracle Worker,* which tells the story of Helen Keller and Anne Sullivan. If you can't show the whole film, show the climax, where Helen suddenly understands the relationship between water itself and the word *water.*

Think About It: Make Inferences

A. Have students read this section and try to make the inference themselves before reading the answer. Discuss the inference.

B. Work through the first question with students. Point out that the key phrase is "when she wrote this." Have students complete 2–4 independently, and discuss their responses. Have them support their inferences.

Talk About It Point out that medical and educational resources are much more advanced today than they were in the 1880s. Ask students to consider how they would feel and how they would use modern resources if confronted with this problem.

Extending the Skill Have students reread the selection and note references to Helen's teacher, Anne Sullivan. Then ask them to make inferences about her and support their inferences with evidence from the selection. For example, we may infer that Anne Sullivan was persistent from the sentence, "In despair she had dropped the subject for the time, only to renew it at the first opportunity."

More Practice *Voyager 6 Workbook* p. 34

Write About It: Write the Results of an Interview Have students read the first paragraph.

A. Have students read this section and write more questions if they would like. Tell students that they will probably need to explain what they mean by *insight* to the person they interview. Remind them to take notes on the responses.

B. Remind students to write a detailed descriptive paragraph. Have students date their paragraphs and put them in their working folders.

Life Skill: Read a Time Line Read the first paragraph and study the first time line with students. Point out that events are listed in time order from left to right. Let students read the second time line on their own.

Practice Have students do the Practice independently. Discuss their answers.

Progress Evaluation Have students fill in copies of PCM 9 to include in their working folders.

Lesson 11 (p. 120)

Learning Goals Discuss the learning goals.

Before You Read Point out that students will use the strategy of empathizing to help them understand the feelings and motivations of the people they read about in this lesson. Have students read this section and do the exercise independently. Discuss their answers.

Preview the Reading Have students read the directions and preview the selection. Have them jot down their predictions.

"A Fear I Had" Have students read the selection silently. Be sure they use the Check-ins to help them apply the strategy of empathizing. Encourage them to mark the text, as active readers do. At the end of the selection, have them check any marks they have made. Also have them compare their preview predictions with the actual cause of the author's fear.

After You Read

B. Ask students to put themselves in Zoraida's place as they answer these questions.

Extending the Reading Write the quotation "The Child is father of the Man" on the board. Discuss how events that happen in childhood can affect us as adults. You may prompt students by writing several topics on the board, such as *school, men, women, parenting, authority, home, work,* and *outside pressures.* Discuss how attitudes toward any of these topics are shaped by what happened in the past. Students may find it helpful to use PCM 5 in tracking and organizing their thoughts.

Think About It: Compare and Contrast

A. Have students read this section and study the chart. Discuss any questions they have.

B. You may want to help students with the first chart. Discuss how "a typical mother" is a subjective notion. There are no right or wrong answers for that column in the first chart. Then have students complete both charts independently. Discuss their answers.

Talk About It These emotionally charged situations may cause heated discussions. You may need to remind students to respect others' opinions.

Extending the Skill Have students think of an insight they had. Tell them to think about what things changed and what remained the same. Have them use PCM 6 to compare and contrast elements in their life before and after having the insight. They can label column 2 *Before* and column 3 *After.*

More Practice *Voyager 6 Workbook* p. 36

Write About It: Compare and Contrast Two Things Have students read the first paragraph.

A. Encourage students to choose a subject that has many different features to compare and contrast. Students can use PCM 6 to help them organize their ideas.

B. Encourage students to write four paragraphs—one for each of the numbered steps. Each paragraph should have a main idea sentence and two or more detail sentences.

1. The opening paragraph introduces the subject (e.g., "I've had several jobs. My most recent jobs were waiting tables and detailing cars.").
2. The second paragraph lists similarities between the two examples.
3. The third paragraph lists differences.
4. The concluding paragraph can state a preference (e.g., "I prefer waiting tables to detailing cars. I liked the noisy atmosphere full of people, and I liked earning tips.").

Have students date their writing and put it in their working folders.

Life Skill: Fill In a Hospital Admission Form Have students read the first paragraph and look over the sample form. If necessary, explain terms students don't know (e.g., *referring physician, type of plan, all charges incurred*).

Practice Students can fill in the form using their own information, or they can make up information if they prefer.

Progress Evaluation Have students fill in copies of PCM 9 to include in their working folders.

Lesson 12 (p. 128)

Learning Goals Discuss the learning goals.

Before You Read Have students read the first paragraph. Point out that they will use their prior experience as they read the biographical article in this lesson. Have them read the second paragraph and complete the pre-reading activity. Help them list skills by asking, "*What are some things you do at work? To enjoy yourself? To help your family?*"

Preview the Reading Have students read the directions and preview the selection. Discuss the questions.

"A Success as a Teacher and Builder, John Corcoran Had a Humiliating Secret: He Couldn't Read or Write" Have students read the selection silently. Be sure they use the Check-ins to help them use their prior experience. Encourage them to mark the text, as active readers do. At the end of the selection, have them check any marks they have made. Ask volunteers to read selected sections aloud.

After You Read

B. Remind students to think of their own experience—not Corcoran's—as they evaluate these statements.

Extending the Reading Discuss the authors' lively, descriptive style in the article. Point out three techniques used in the article and examples from the first two paragraphs:

1. Quotes, which help readers get to know people's thoughts and feelings (e.g., "If the truth got out, how could I support my family? So my life turned into a nightmare.")
2. Interesting verb choices (e.g., success *sat;* he *sported*)
3. Figurative comparisons (e.g., a speaking voice that played bass fiddle on a listener's bones, and ice-blue eyes that lit up like headlights)

Ask students to find at least two other interesting verbs and at least three other figurative comparisons in the article. Then ask, *"If the authors had not used these descriptive techniques, would you have gotten as clear a picture of Corcoran and his problem? Why or why not?"*

Think About It: Understand Cause-and-Effect Chains Have students read the first paragraph. If necessary, review basic cause-and-effect relationships.

A. Have students fill in the missing elements in the chain. Discuss their responses, and compare them with the answers given in the text.
B. Have students do the Practice independently. Discuss their answers.

Talk About It Discuss briefly the importance of reading and telling stories to children. Discuss stories that students might read or tell to a young child. Encourage them to do so and to report on how successful the storytelling was.

Extending the Skill Use PCM 5. Ask students to identify other cause-and-effect sequences in Corcoran's life, such as:

1. As an adult in the business world:
   couldn't read → worried he'd lose his job
   worried he'd lose his job → lived like a fugitive
2. As a teacher:
   couldn't read or write → no written assignments
   no written assignments → students learned in other ways
3. Effects on his personal relationships:
   afraid of being exposed → kept people away
   kept people away → had few friends
   had few friends → terribly lonely at times

Have students date their charts and put them in their working folders.

More Practice *Voyager 6 Workbook* p. 38

Write About It: Write a Cause-and-Effect Paragraph Have students read the first section silently.

A. Help students choose a topic. Remind them that insights do not always occur suddenly. Write the following topics on the board:

   An insight into
   - the underlying cause of a problem
   - the reason something happened
   - how to do something you couldn't before
   - how to handle a tough situation

   Have students brainstorm more topics. Then ask each student to select one. Distribute copies of PCM 5, and have students jot down causes and effects leading to and resulting from the insight they chose.

B. Have students follow the directions. If it takes three or more sentences to state the problem, have students write two paragraphs: one describing the problem, the other describing the insight and the results from having the insight. Have students date their writing and put it in their working folders.

Life Skill: Read a Circle Graph Read and discuss the explanation with students. Be sure they understand that 100 percent means the total amount (e.g., 100 percent of a population means the entire population). Look at the graph with students. Ask, *"What do all of these percents add up to?"* (100 percent). Point out that the asterisk indicates a footnote at the bottom of the graph.

Practice Have students do this exercise alone or in pairs.

Extending the Life Skill Have students compile data and make a circle graph as a class. Let them decide the subject of the graph and conduct research to gather data. Discuss how to convert the data into percentages by dividing each part by the whole. If students' data doesn't total 100 percent, discuss using a category labeled *Other.*

Progress Evaluation Have students fill in copies of PCM 9 to include in their working folders.

Writing Skills Mini-Lesson: Correcting Pronoun Problems (p. 138)

Review the definition of a noun: a word indicating a person *(father, Aunt Betty, Dr. Jones),* place *(Cincinnati, downtown, home),* or thing *(car, leaf, refrigerator).* Have students give other examples of each.

Read the first paragraph and the examples. Point out that *She* is the subject of the sentence.

1. Read the explanation and the examples. Ask students for examples of other sentences that use subject pronouns. Have them also identify the verbs.
2. Read the explanation and the examples. Have students identify the subjects, verbs, and objects. Explain that the subject does something to, for, or with an object (e.g., He found me. She took them home. We gave it to him.). Give other examples of sentences with object pronouns; have students identify the pronouns and the verbs. Have students give other examples as well.
3. Read the explanation. Note that people often misuse compound subject pronouns. Point out that *I* is most frequently misused. Read the examples as two separate sentences: "My mother talked to her." "My mother talked to me." Ask: *"Would you say 'My mother talked to she' or 'My mother talked to I'? Then you shouldn't say, 'My mother talked to she and I' or 'My mother talked to her and I.'"*

Practice Read students' completed sentences together. Have students practice separating compound pronouns as described above. Have students date their writing and put it in their working folders.

More Practice *Voyager 6 Workbook* pp. 39 and 43

Unit 4 Review (p. 139)

Follow the process described in Unit 1. When students get to the editing stage of the writing process, remind them to fix any problems they find with subject-verb agreement, compound and complex sentences, and pronouns.

More Practice *Voyager 6 Workbook* p. 40

Extending the Theme To extend the theme "Insights," discuss how students have seen that insights can come from formal education or life experience. Ask students to think of the insights they have gained through education and experience. Did the insights come all at once or over a period of time? Is one kind of insight more valuable than the other? Have students write their opinions about insights. Distribute copies of PCM 7 for them to use in generating and organizing their ideas. Remind them to include specific details and examples.

Final Note Review with students the copies of PCM 9 that they have completed for this unit. Ask what additional help they think they need with material from the three lessons and the Writing Skills Mini-Lesson in Unit 4. Discuss possible ways of meeting those needs.

Post-Assessment

When students have completed Unit 4, be sure they complete the Skills Review and Student Self-Assessment #2 found at the end of *Voyager 6.* (See Using the Skills Review on page 16 and Using the Student Self-Assessments on page 15.) Encourage them to evaluate their own reading and writing progress by comparing their answers to those they gave before beginning *Voyager 6.*

Alternative Assessment Follow the directions on PCM 10: Tips for Preparing a Progress Portfolio to help students evaluate the material in their working folders and assemble their progress portfolios. Then use PCM 11: Portfolio Conference Questionnaire as you conduct one-on-one evaluation conferences with students.

Photocopy Masters

The following photocopy masters (PCMs) can be photocopied for classroom activities and homework. Here are brief suggestions for using each PCM.

▶ **PCM 1: KWHL Chart** Use this PCM as described in the lesson notes to prepare for reading. It helps students identify what they know about a topic, what they want to learn, and how they plan to learn it. It also helps students identify what they learned about the topic after reading. (Can use with *Voyager 4,* Lesson 2 and Units 1 and 2, Extending the Theme; *Voyager 5,* Lessons 1 and 12; *Voyager 6,* Lessons 5 and 9.)

▶ **PCM 2: Main Idea and Details Organizer** Use this PCM as described in the lesson notes to give students extra practice in identifying the main idea and details in what they read. (Can use with *Voyager 4,* Lessons 4, 6, and 11; *Voyager 5,* Lessons 1 and 12; *Voyager 6,* Lessons 3 and 6.)

▶ **PCM 3: Story Frame** Use this PCM as described in the lesson notes to help students summarize the setting, plot, and characterization in a piece of fiction. (Can use whenever students read fiction or prepare to retell a story; specifically with *Voyager 6,* Lessons 4 and 8, and Unit 2, Extending the Theme.)

▶ **PCM 4: Problem/Solution Work Sheet** Use this PCM as described in the lesson notes to help students recognize problems and solutions in reading selections. Used as a prewriting tool, it can also help students identify the cause(s) of a problem, determine possible solutions, evaluate the solutions, and choose the best one. (Can use with *Voyager 4,* Lessons 1 and 7; *Voyager 5,* Lessons 3, 6, and 9.)

▶ **PCM 5: Cause-and-Effect Chart** Use this PCM as described in the lesson notes to help students identify cause-and-effect relationships. It can be used to analyze single cause-and-effect relationships or a cause-and-effect chain of events. (Can use with *Voyager 4,* Lessons 3 and 4; *Voyager 6,* Lessons 1, 11, and 12.)

▶ **PCM 6: Comparison/Contrast Grid** Use this PCM as described in the lesson notes to help students compare and contrast information found in a reading. Used as a prewriting tool, it can also help students organize information for a compare/contrast piece. (Can use with *Voyager 5,* Lesson 10, and Unit 4, Extending the Theme; *Voyager 6,* Lessons 5 and 11.)

▶ **PCM 7: Idea Map** Use this PCM as a prewriting tool as described in the lesson notes. It helps students organize and support their opinion about a topic. (Can use with *Voyager 4,* Lessons 10 and 11; *Voyager 5,* Lesson 9; *Voyager 6,* Lessons 6 and 9, and Unit 4, Extending the Theme.)

▶ **PCM 8: Strategies for Recognizing Words** Use this PCM whenever students need practice with decoding skills. It gives them strategies for decoding unknown words.

▶ **PCM 9: Student Progress Tracking Sheet** Have students complete this PCM each time they finish a lesson. It will help them reflect on what they learned in the lesson.

▶ **PCM 10: Tips for Preparing a Progress Portfolio** Use this PCM as a guide to help students prepare their portfolios. Preparing a portfolio may take quite a while. Discuss each question and option with students. Encourage students to evaluate each option carefully. Be sure they consider the questions on PCM 11 before you schedule a portfolio conference.

▶ **PCM 11: Portfolio Conference Questionnaire** When students have assembled their portfolios, schedule individual conferences. Ask the questions on PCM 11. Discuss the student's answers. Emphasize the progress the student has shown, using the samples chosen for the portfolio.

▶ PCM 1

KWHL Chart

Before you begin reading, write the topic of the reading selection on the line. Then complete the first three columns on the chart (the *K*, *W*, and *H* columns). After you finish reading the selection, complete the fourth column.

My Topic ____________________

K What I Already Know About This Topic	**W** What I Want to Learn About This Topic	**H** How I Will Learn It	**L** What I Learned About This Topic

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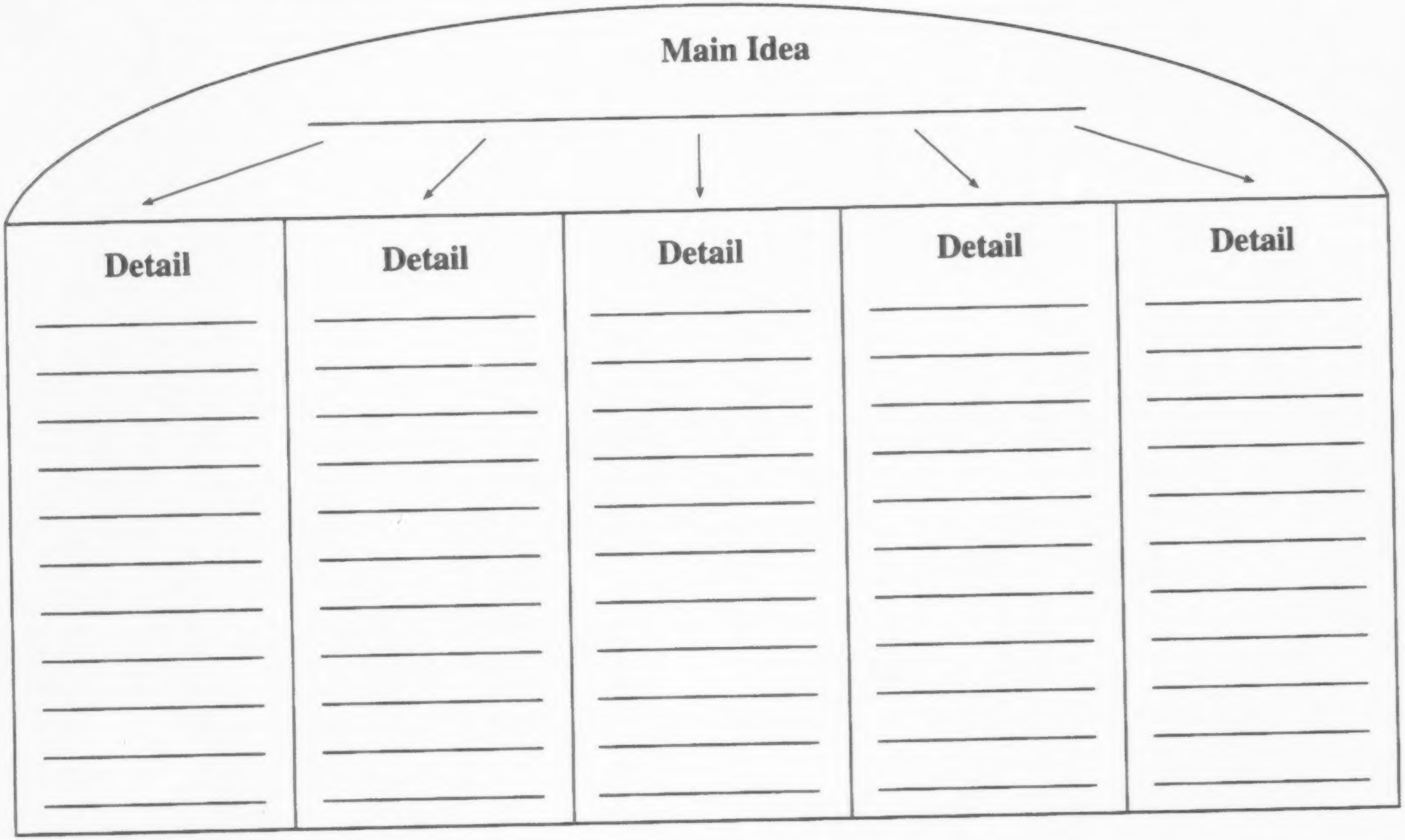
Main Idea and Details Organizer

The **main idea** of a piece of writing is the most important point that the writer wants to share. **Supporting details** give more information about the main idea.

Write the main idea of a writing selection on the line below. Then write details that support the main idea.


Main Idea
Detail
Detail
Detail
Detail
Detail

Story Frame

Title ______________________________

The story takes place ______________________________

____

____

The main characters in the story are ______________________________

____

____

A problem occurs when ______________________________

____

____

After that, ______________________________

____

____

____

____

The problem is solved when ______________________________

____

____

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▶ **PCM 3**

Problem/Solution Work Sheet

1. What is the problem? ______________________________

2. What causes the problem? ______________________________

3. What are some possible solutions? ______________________________

4. What is the best solution? Why is it the best? ______________________________

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Cause-and-Effect Chart

List causes and effects in the appropriate boxes. For a cause-and-effect chain, draw an arrow from the effect box down to the next cause box.

Cause → Effect

Cause → Effect

Cause → Effect

Cause → Effect

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Comparison/Contrast Grid

Use this grid to compare and contrast two people or things. Write the names of the two subjects in the title and as the headings of the two middle columns. List the topics, or issues, you are going to compare and contrast in the first column. Write the contrasts, or differences, in the middle columns. Write the comparisons, or similarities, in the column labeled *Both.*

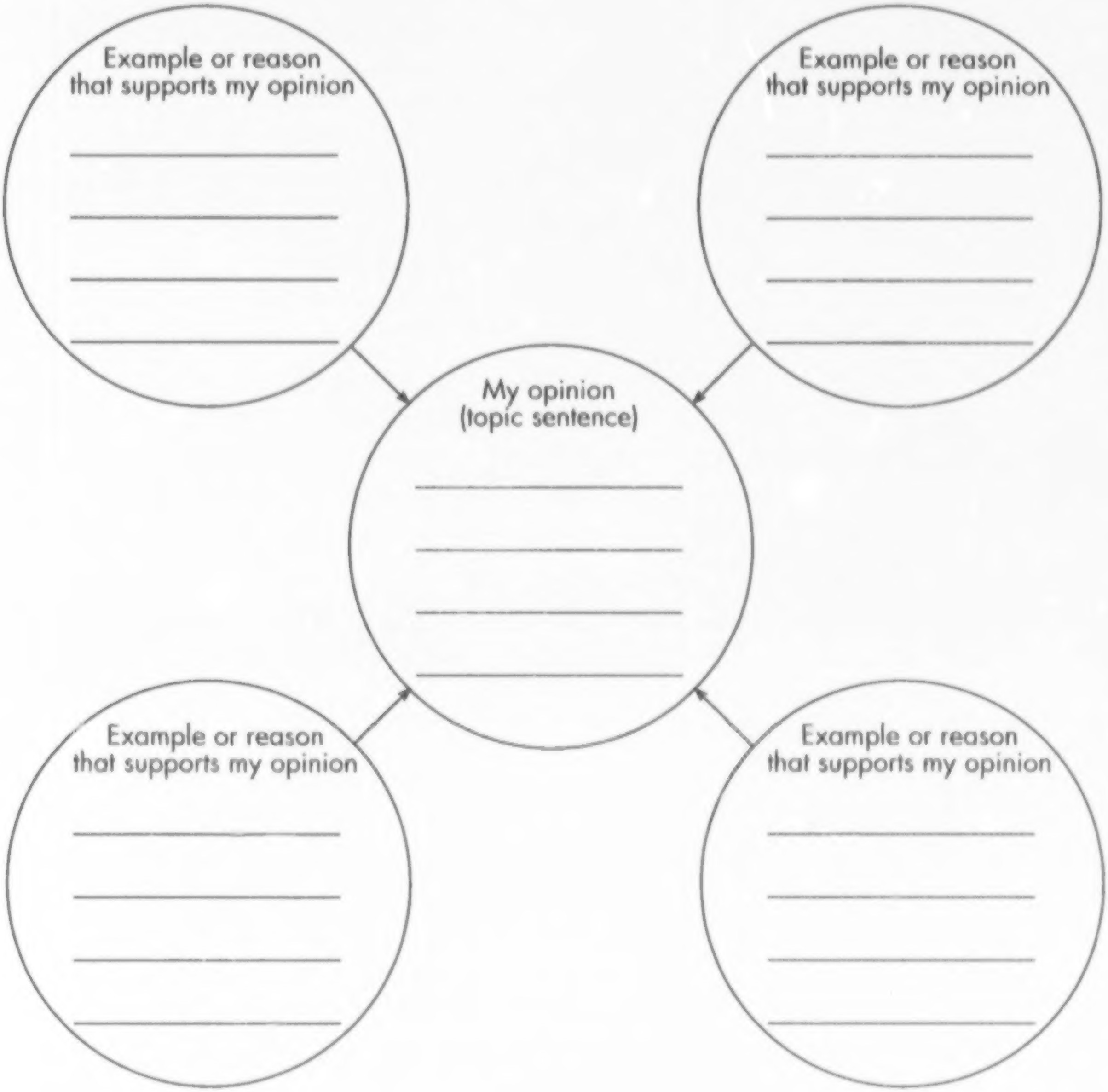
Comparison and Contrast of ____

Topic or Issue	Subject 1 ________________	Subject 2 ________________	Both

Idea Map

Write your topic on the line below. In the center circle, write a topic sentence summarizing your opinion about the topic. In the surrounding circles, list examples or reasons that support your topic sentence. You can add more circles if you'd like.

My Topic ______________________________


Example or reason that supports my opinion
Example or reason that supports my opinion
My opinion (topic sentence)
Example or reason that supports my opinion
Example or reason that supports my opinion

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Strategies for Recognizing Words

Here are some tips for recognizing unfamiliar words when you read.

Tip 1: **Try another pronunciation.**
If your first pronunciation didn't make sense, try another one. You will probably recognize the word when you get it right. Check whether your guess makes sense in the sentence or the paragraph. Then check your guess in a dictionary.

Tip 2: **Use context clues.**
Look for clues to the word in the context—the surrounding sentences and paragraph. Ask, "What word starts with these letters and would make sense in this context?" Make a guess. Check whether your guess makes sense. Then check your guess in the dictionary.

Tip 3: **Divide compound words into their smaller whole words.**
If the unknown word has smaller words that you recognize, divide it into the smaller words. Read the smaller words. Then read them together. Check that the compound word makes sense in the context.

Examples: when/ever over/heard waste/basket summer/time

Tip 4: **Divide words with roots, prefixes, and suffixes into those parts.**
If the unknown word has a root and prefixes or suffixes, divide the word into those parts. Read the root first. Then add the prefixes and/or suffixes to read the whole word. Check that the word makes sense in the context.

Some common prefixes and suffixes	Examples in words
prefixes: de-, in-, ex-, re-, per-, sub-, trans-	de/pend, re/flect, sub/tract
suffixes: -able, -ful, -ion, -or, -ous	nerv/ous, pollut/ion, in/ex/cus/able

Tip 5: **Divide long words into syllables.**

	Examples
• A syllable must have one vowel sound.	trou/ble, straight/en
• Divide between vowels that have separate sounds.	di/et, so/ci/e/ty
• Do not divide vowel pairs that make one sound.	
a. Long vowel pairs: *ai, ee, ea, oa, oo*	in/crease, con/tain/er
b. Other vowel pairs: *au, oi, oy, ou*	daugh/ter, poi/son
• Divide between double consonants.	in/ter/rupt, pos/si/ble
• Divide before a consonant plus *le* at the end of a word.	am/ple, re/spon/si/ble

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Student Progress Tracking Sheet

Name: ____________________

Lesson: ____________________

Date started: __________ Date ended: __________

What I learned from the reading: ____________________

What I learned from **Think About It:** ____________________

What I learned from **Write About It:** ____________________

What I learned from the **Life Skill:** ____________________

What I liked best about the lesson: ____________________

What I need more practice with: ____________________

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▶ **PCM 9**

Tips for Preparing a Progress Portfolio

Your Progress Portfolio will show what you have learned in the period covered by this portfolio. Follow these tips as you prepare your portfolio.

1. Photocopy your completed Student Self-Assessment. Put it in your Progress Portfolio folder.

2. Gather all of the Student Progress Tracking Sheets that you have completed for the period. Put them in your portfolio folder.

3. Choose the samples of your writing that you would like to put in your portfolio. Make sure your name, a title, and the date it was written are on each writing sample.

4. List the writing samples you chose for your portfolio. Tell why you chose each one. Put the list and the samples in your portfolio.

5. Look at all the other material in your working folder. Pick out the items you would like to include in your Progress Portfolio. List these items and tell why you chose each one. Put the list and the items in your portfolio.

6. Think about the skills you have learned. List the skills pages you would like to include in your portfolio:

   Think About It pages: ______________________________

   ____

   Life Skill pages: ______________________________

   ____

   Writing Skills Mini-Lesson pages: ______________________________

   ____

   Photocopy these pages. Make sure your name and a date are on each page. Make a separate list of the pages you are putting in your portfolio. Put the list and the photocopies in your folder.

7. Look through the materials in your portfolio folder. Read the questions on PCM 11. Think about answers to these questions as you prepare for your portfolio conference.

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Portfolio Conference Questionnaire

To the Instructor: Use this questionnaire as you conduct portfolio conferences with students.

Student: ________________________________ **Date:** ____________________

Instructor: ______________________________ **Course:** ___________________

1. Which writing samples and skills pages have you chosen for your portfolio?

2. Why did you choose these items?

3. What do these items show you that you have learned?

4. What selections are you most proud of? Why?

5. What would you like to do better?

6. What would you like to do more of?

7. What do you still need to do to reach your educational goals?

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Reading and Writing for Today's Adults

Voyager is a nine-level program that combines a contemporary theme-based approach with the best elements from traditional instruction. It teaches the essential reading, writing, listening, speaking, and critical thinking skills and strategies needed by adults to function on the job and in today's diverse, rapidly changing, and information-rich society.

Teacher's Resource Guide

Student Books

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Workbooks

Nine workbooks, one for each student book, are filled with exercises that give students extra practice with the major skills taught in the lessons.

Teacher's Resource Guides

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Voyager

Reading and Writing for Today's Adults

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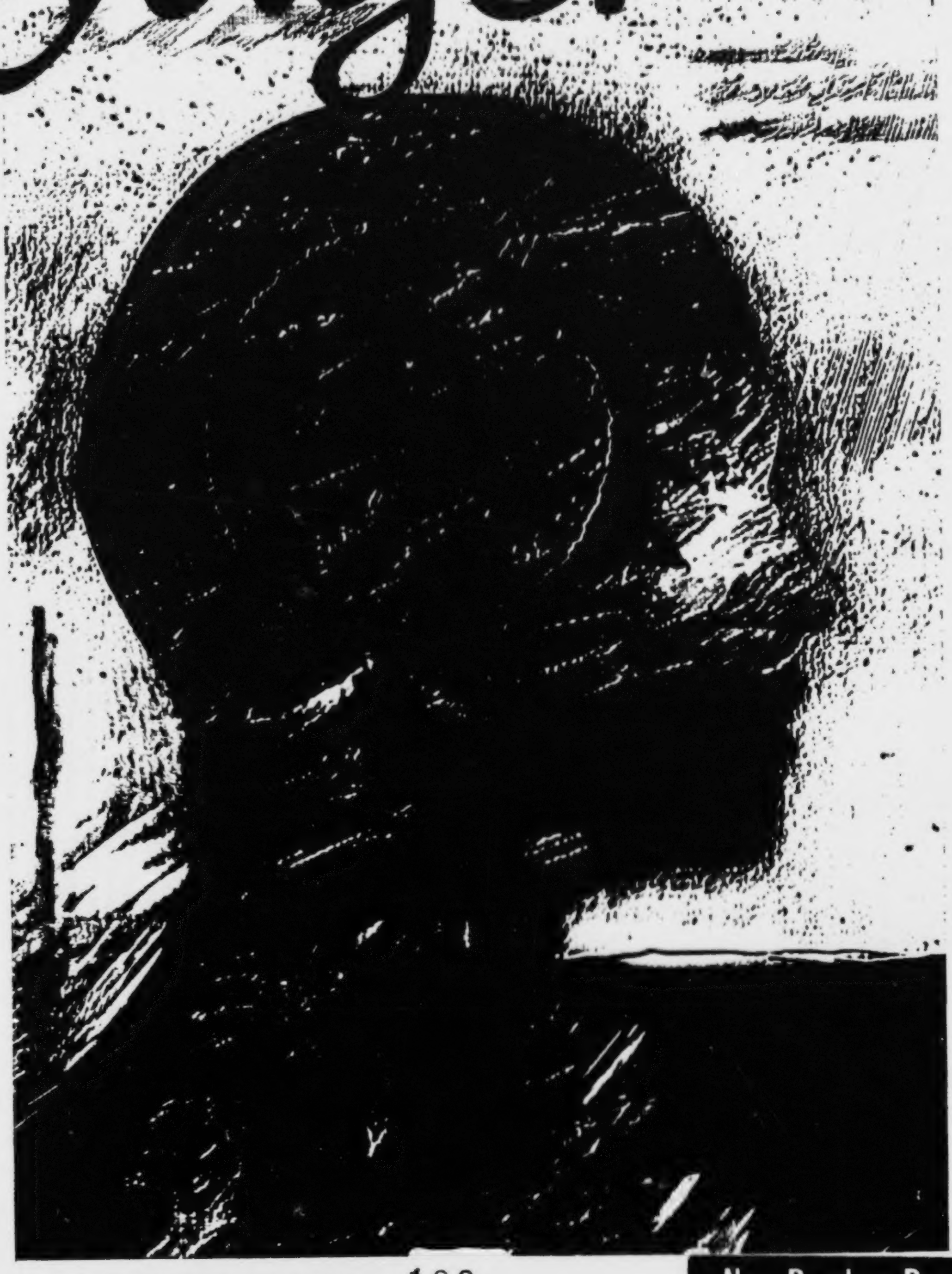

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Introduction

Welcome to New Readers Press's *Voyager 4*. In this book, you will build your reading, writing, listening, and speaking skills. You will improve your understanding of what you read. You will work with familiar types of reading selections, such as stories, articles, poems, and letters. You will also work with everyday forms, documents, and graphics.

This book has four units. Each unit in this book is based on a theme that reflects our day-to-day lives. In *Voyager 4*, you will be exploring these themes:

- ▶ Staying Healthy
- ▶ Get That Job!
- ▶ A Sense of Community
- ▶ Crime and the Law

Within each theme-based unit, you will find three lessons. Each lesson has the following features:

- ▶ **Before You Read:** a strategy to help you understand what you read
- ▶ **Reading:** a story, pamphlet, brochure, article, or letter written by adults, for adults
- ▶ **After You Read:** questions and activities about the reading
- ▶ **Think About It:** a reading skill that will help you understand what you read
- ▶ **Write About It:** an activity to improve your writing skills
- ▶ **Life Skill:** an activity to help you understand and interpret real-life reading material

We hope you enjoy exploring the themes and mastering the skills found in *Voyager 4*. We also invite you to continue your studies with the next book in our series, *Voyager 5*.

Student Self-Assessment #1

Before you begin the Skills Preview, do this self-assessment.
Share your responses with your instructor.

Reading	Good at this	Need help	Don't know how to do this
I can read and understand			
1. stories and poems			
2. articles in magazines, newspapers, and books			
3. pamphlets and brochures			
4. charts and graphs			
5. maps			
6. political cartoons			
When I read, I can			
1. figure out new words by using context clues and by breaking long words into smaller parts			
2. use what I already know to help me understand			
3. try to predict what is coming next			
4. visualize what I read			
5. find key facts			
6. identify cause and effect relationships			
7. identify problems and solutions in reading selections			
8. follow a set of written directions			
9. apply information I've read to new situations			

Writing	Good at this	Need help	Don't know how to do this
I can fill out or write			
1. charts			
2. forms and applications			
3. announcements			
4. songs and poems			
5. journal entries			
6. paragraphs with a topic sentence and supporting details			
7. letters to the editor			
8. directions			
When I write, I can			
1. think of good ideas			
2. organize my ideas			
3. use facts, examples, or reasons to support my main ideas			
4. express myself clearly so others understand			
5. revise my writing to improve it			
6. edit my writing to correct spelling, capitalization, punctuation, and usage errors			
7. recognize fragments and run-on sentences and fix them			

Skills Preview

This preview will give you an idea of the kinds of readings and skills covered in this book. Before you begin Unit 1, please complete the entire preview. Then share your work with your instructor.

Reading Skills

Read each passage and answer the questions that follow.

Eating Right for a Healthy Heart

Heart disease is the number one killer of adults in the U.S. Yet many heart disease deaths can be prevented. One way to reduce the risk of heart disease is to eat right.

Part of eating right is limiting foods that are high in fat and cholesterol. These substances can increase the risk of heart disease. Doctors suggest we eat low amounts of the following foods:

- whole-milk products (such as whole milk and cheese)
- fatty meats (such as hot dogs, bacon, and sausage)
- fats and oils (such as margarine, lard, and butter)
- fried foods (such as fried chicken and french fries)
- many snacks and sweets (such as chips, nuts, candy bars, cakes, and cookies)

Foods that are high in starch and fiber are a much better choice, doctors say. They suggest we eat more grains, vegetables, and fruits. These foods are low in both fat and cholesterol.

On its own, a healthy diet cannot prevent heart disease. You must have a healthy lifestyle, too. Keep fit. Quit smoking. Eat right. Exercise. Your heart will thank you.

Choose the best answer to each question.

1. What is the main idea of this article?
(1) Healthy eating reduces the risk of heart disease.
(2) Fried foods are high in fat.
(3) Eat foods with fiber.
(4) Doctors recommend grains and fruit.

2. What can you do to have a healthier heart?
(1) Drink whole milk.
(2) Eat foods low in fat and cholesterol.
(3) Eat foods such as chips and cakes.
(4) Avoid foods such as grains and fruits.

A Neighborhood Park Rises from Rubble

For years I lived near a vacant lot that we in the neighborhood called the Jungle. Because it was pretty much abandoned, a teenage gang moved in and took it over. Broken bottles and garbage littered the ground. The gang scrawled graffiti on what was left of the fence. They even dragged in old car seats to make a kind of meeting room. They scared everyone. When the gang was there, we avoided walking by the Jungle. The Jungle made our whole neighborhood seem unpleasant and dangerous.

After a while, some of the old-timers moved away. At one point, I planned to move. Then I decided it was my neighborhood, too. My neighbors agreed. We knew that if we controlled the public areas, like this vacant lot, it would be harder for the gangs to come back. A few of us decided to take back control of the vacant lot.

For the next few years, we urged the city to turn this dump into a neighborhood park. Last year we finally got our chance. The city elected a new mayor, and he formed a Community Outreach office. This office helped us form a neighborhood association.

The next step was to apply for funds. After a lot of work, our association got $125,000 in city, state, and federal funds. We used part of this money to hire a park planning company to prepare a detailed plan. The rest of the funds would be needed after we started working, to pay for trash removal, playground equipment, landscaping, and maintenance. Then we submitted the plan to the city parks department and received approval.

After getting approval, we formed a volunteer crew. The crew removed all the trash and raked the ground smooth. Some worked on making a baseball field with fencing around three sides. Others planted bushes and trees and laid sod. One group paved a path and built a brick patio area for benches. Some teenagers helped build a children's fort. Other workers erected playground equipment and a basketball hoop. After three months of hard work, we had changed the vacant lot from the Jungle to a park. In the end, we were proud of the park. Everything we had done passed the city inspection.

Now the garbage and the broken bottles are gone. Teenage gangs no longer feel free to walk in and take over—other people are in residence these days. Kids swing in the playground and play in the fort. Neighbors sit on benches and talk with each other. Teenagers shoot baskets at one end of the park.

We've had some problems, but we try to solve them right away. For example, one night someone sprayed graffiti on the new benches. We used our maintenance funds to buy paint. By the next afternoon, we had repainted the benches.

By keeping up with the problems, we hope to keep the park from turning back into what it once was. It takes constant work, but it is worth it. The park has united our neighborhood. For many, it is a dream come true.

Choose the best answer to each question.

3. What was the major problem with the Jungle?
   (1) litter on the ground
   (2) abandoned car seats
   (3) a gang that took over
   (4) graffiti on the fence

4. What effect did the gang have on the neighborhood?
   (1) People were afraid to walk outside.
   (2) Police patrolled almost constantly.
   (3) Gang wars took place.
   (4) Neighbors ignored the gang.

5. To solve the problem with the Jungle, neighbors
   (1) moved away
   (2) called the police
   (3) turned it into a park
   (4) painted the benches

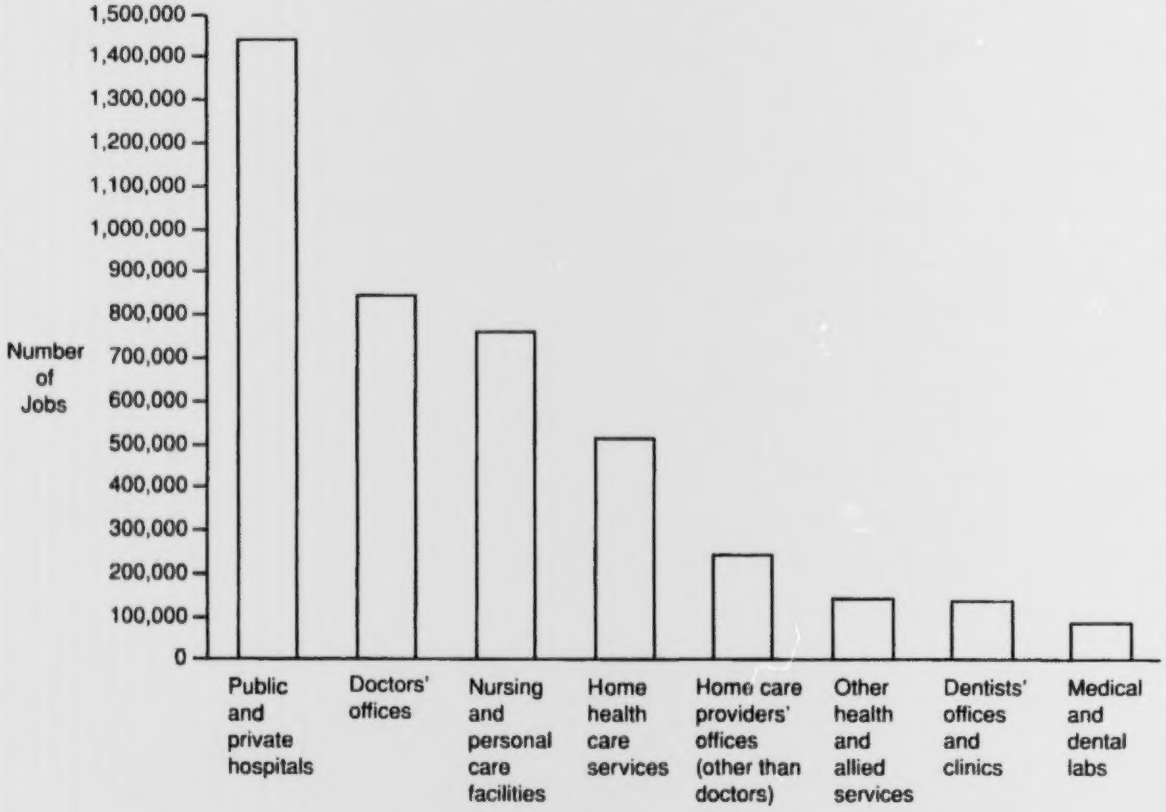
6. In order to build a park, what did the neighborhood association do first?
   (1) repainted the park benches
   (2) applied for funds
   (3) built a fort for children
   (4) removed the trash

Who's Hiring?

The health services field is one of the hottest employers in the U.S. Between 1992 and 2005, this field is projected to hire up to 4.2 million people in newly created jobs. Why the big need for health-care workers? One reason is improved medical knowledge. Doctors can now treat many diseases they could not treat years ago. Thus, they can treat more patients. Another reason is the aging U.S. population. More people are living longer. As they age, they will need more medical care than they have needed in the past.

There are many different jobs in the health services field. There are many different job sites, too. Look at the graph below. It shows the projected number of new jobs at different health services sites.

Health Services Field
Projected Number of New Jobs (1992 – 2005)



Source: Occupational Outlook Quarterly, Fall 1993

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Choose the best answer to each question.

7. What is the main idea of this article?
   - (1) Doctors have better medical knowledge today than in the past.
   - (2) The U.S. population is aging.
   - (3) There are many new jobs in the health services field.
   - (4) Hospitals will have more than 1 million new jobs by 2005.

8. The health field will create new jobs for
   - (1) mainly doctors
   - (2) few home health care workers
   - (3) more lab workers than hospital workers
   - (4) up to 4.2 million people by 2005

9. The greatest number of new jobs will be in
   - (1) hospital settings
   - (2) dental clinics and offices
   - (3) private homes
   - (4) doctors' offices

10. One reason for the growth in the health services field is
    - (1) more people stay young longer
    - (2) there are more diseases
    - (3) medical knowledge has improved
    - (4) more people are living together

Write About It

On a separate piece of paper, write about the topic below. Use the checklist below to revise your draft. Then give your draft to your instructor for feedback.

Topic Our jails are overflowing. Many people believe that first-time offenders who commit nonviolent crimes should not be sent to jail. They should be ordered to do community service instead. Do you agree? Why or why not? Write one or more paragraphs to explain your opinion.

Revising Checklist

Revise your draft. Check that your draft

_____ clearly states your opinion

_____ gives reasons to support your opinion

_____ explains your reasons

Skills Preview Answers

Reading Skills

1. (1)
2. (2)
3. (3)
4. (1)
5. (3)
6. (2)
7. (3)
8. (4)
9. (1)
10. (3)

Write About It

Make changes on your first draft to improve your writing. Then recopy your draft and share it with your instructor.

Skills Chart

The questions in the Skills Preview assess familiarity with the following skills:

Question	Skill
1	main idea
2	apply information
3	problems and solutions
4	cause and effect
5	problems and solutions
6	sequence of events
7	main idea
8	key facts
9	key facts
10	cause and effect

Unit 1 Staying Healthy

We get a lot of advice on how to stay healthy. Every week there are newspaper articles and radio and TV programs with new ideas for better health. Sometimes it is hard to know what to believe. But there are some tried and true ways to work toward better health. You will read about some of these in Unit 1. Before you read, think about your own health. Are you in good health? Do you have to work at staying healthy?

Be an Active Reader

As you read the selections in this unit

- Put a question mark (?) by things you do not understand.
- Underline words you do not know. Try to use context clues to figure them out.

After you read each selection in this unit

- Reread sections you marked with a question mark (?). If they still do not make sense, discuss them with a partner or your instructor.
- Look at words you underlined. Discuss any words you still don't understand with a partner or your instructor, or look them up in a dictionary.

Lesson 1

LEARNING GOALS

Strategy: Use your prior experience
Reading: Read a story
Skill: Recognize problems and solutions
Writing: Write a paragraph about Pat
Life Skill: Read medicine labels

Before You Read

In the story "I've Got to Change," Pat needs to follow some health tips. Think about your own **prior experience,** things that you have done in the past. Put a check before each health tip that you have followed in the past.

_____ Eat fruits and vegetables for snacks.
_____ Compare food labels to check fat content.
_____ Drink natural fruit juices.
_____ Don't eat a lot of candy.
_____ Walk instead of ride whenever possible.
_____ Exercise three times a week for at least 20 minutes each time.

Preview the Reading

Before you read "I've Got to Change," preview it. Look at the pictures. Think about changes you have made in your own life to improve your health. What changes do you think Pat will consider?

Use the Strategy
In this story, Pat is not taking good care of herself. When she learns that her daughter is worried about her, she decides to make a change. In your experience, what can cause people to stop taking care of themselves? What effect can loved ones have when this happens?

I've Got to Change

It was early in March. Pat opened her front door and sighed. Another work day was over. As usual, she settled down to watch a TV program. There was a box of chocolates nearby. As Pat was picking out a chocolate, she overheard Rachel, her 10-year-old daughter, talking about her. She turned down the TV to listen.

Rachel was in the next room talking with her best friend. "I bet my mom won't go on our class hike this year. I wish she would. Before Dad died she used to help out a lot at school. She doesn't even walk our dog Taffy anymore. Now she gets so tired. She wouldn't be able to keep up."

Pat got out of her chair and tiptoed closer to the door.

"I love my mom, but she's really in bad shape. I just don't think she takes care of herself anymore. I wish she did."

Pat walked back to her chair and sank into it. She was surprised and worried. She hadn't realized how her daughter felt about her. Rachel was everything to her.

Pat got up and started pacing the floor. She glanced in the hall mirror. Then she stopped. She looked long and hard at herself. She could hardly believe what she saw—an overweight, tired-looking woman. She still had a piece of chocolate in her hand.

Pat needed to talk with someone about her situation. She wanted help. But she didn't want to call her sister or her friend Kari. She didn't need criticism—not today. Finally, she decided to call the health clinic she took Rachel to. Maybe someone there could give

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her advice. It was quarter to five, just enough time to phone. Pat threw the piece of candy away, rushed upstairs, and dialed the phone.

Why has Pat stopped taking care of herself? In your experience, is this a common reason? What effect did Rachel's comments have on Pat?

◀ **Check-in**

A receptionist answered, "Mason Health Clinic. How can I help you?"

Pat responded, "Aah, well . . . I need to talk with a doctor."

"Is this an emergency?" asked the receptionist.

"Yes—I mean—no. But I need to see someone soon," replied Pat. "It's about my general health. I'm overweight and run-down."

"A nurse practitioner can see you tomorrow afternoon at 4:30," the receptionist said. "Do you want this appointment?"

Pat hesitated. She liked to go right home after work and collapse in front of the TV. Then Rachel's comments came back to her. Pat responded, "Yes, I do want that appointment. I'll be there tomorrow at 4:30."

The next day at the health clinic, Pat described her worries to Kathy, the nurse practitioner. Pat said, "I feel awful. What my daughter said has upset me very much. I need some advice."

Kathy listened without interrupting. She thought about her own experience as a mother. She knew that sometimes it hurts to hear what your kids have to say. She also knew that what her kids told her was often very important.

When Pat was finished, Kathy explained to her that she could work on her weight and energy level. "Pat, there are no miracle cures. But little by little you can bring down your weight and increase your energy."

Pat was surprised to learn how her weight affected her health. Extra weight could affect her blood pressure and the condition of her heart. Pat had put on 30 pounds since her husband's death last year. Her blood pressure had gone up also.

Kathy told Pat she could begin to change that day. "You need to exercise instead of watching TV. You can take the dog for a walk every day. Walking is excellent exercise."

Then Kathy discussed diet. "For snacks, you should eat fruits and vegetables instead of candy. Cut up carrot sticks and keep them in the refrigerator. Plain popcorn is another good snack."

Kathy described healthy meals and explained the importance of eating three meals a day. "Don't skip meals. That will keep you from getting hungry for the wrong foods," she told Pat.

Kathy also spoke to Pat about high blood pressure. "You may need to take medicine if diet and exercise don't bring down your blood pressure." Kathy asked Pat to come back in six weeks to have her blood pressure checked again.

Check-in ▶ What do you think Pat will do now? Do you think Pat will try to follow Kathy's advice?

On her way home, Pat headed straight to the supermarket. Out of habit, she hesitated at the candy shelves, then hurried by. She filled her cart with fruit juices, fresh fruits, and vegetables, along with chicken for dinner and tuna for lunches.

When Rachel came home from soccer practice, she was amazed to see her mother in the kitchen fixing a salad. "What's up, Mom? Why aren't you watching TV?"

"You and I are going to sit down and eat a real meal together," replied her mother. Rachel was glad to hear that. She was tired of frozen dinners.

Suddenly Pat stopped and turned to her daughter. "Rachel, I'm going to take Taffy out for a walk. I'll be back in about twenty minutes. While I'm gone could you please check the chicken to be sure it doesn't burn?"

Rachel exclaimed, "Mom! Are you really going to walk Taffy? I don't believe it. You haven't walked her in ages."

"Well I'm going to now, Rachel. Could you find her leash?"

While Rachel looked for the leash, Pat slipped on her coat and stuck the box of chocolates inside her coat pocket. With Taffy on a leash, Pat stepped out of the house. She walked 10 blocks to find a Dumpster. Without stopping, Pat threw the candy into it. She felt as though she were starting a new chapter in her life.

She said to herself, "This is going to be hard. Very hard. I'll have to take one hour at a time, but I can change. And I *will* go with Rachel on her class hike in June."

She turned around with a feeling of triumph and headed home to eat a healthy meal with her daughter.

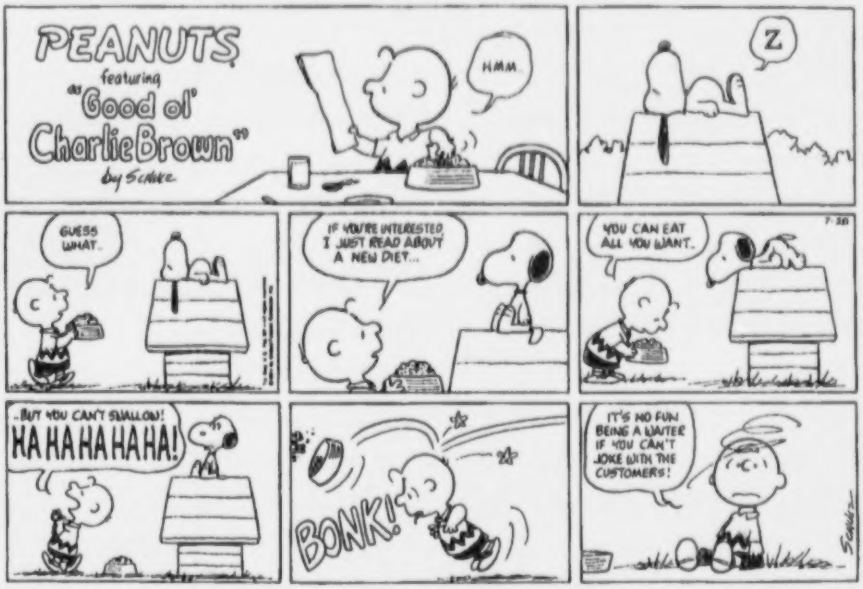
Final Check-in

In your experience, do sudden changes like Pat's usually work? What can hinder or help her success? What effect might Rachel have on the situation?

▲▼▲

Laughter Is Good Medicine

Like Pat, many people eat because they feel low, and they think eating will make them feel better. They often choose foods that are not very good for them, however. Laughter is a nonfat way to make you feel better physically and mentally. Try it. Read the cartoon just for laughs.


PEANUTS
featuring
"Good ol' Charlie Brown"
by Schulz
HMM..
Z
GUESS WHAT..
IF YOU'RE INTERESTED I JUST READ ABOUT A NEW DIET...
YOU CAN EAT ALL YOU WANT..
7-28
..BUT YOU CAN'T SWALLOW! HA HA HA HA HA HA!
BONK!
IT'S NO FUN BEING A WAITER IF YOU CAN'T JOKE WITH THE CUSTOMERS!
SCHULZ

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After You Read

A. Comprehension Check

1. What did Pat usually do when she first came home from work? ____

2. What prediction did Rachel share with her best friend? ____

3. Why was Rachel worried about her mother? ____

4. What caused Pat to decide to make a change? ____

5. In your own words, tell the story "I've Got to Change" to a partner or to your instructor.

B. Revisit the Reading Strategy Use your experience to come up with ideas to help Pat stick to her plan. On your own or with a partner, list some tips that will help Pat get fit. Think of tips that have worked for you and for people you know.

C. Think Beyond the Reading Think about these questions and discuss them with a partner. Answer the questions in writing if you wish.

1. One reason Pat decided to get in shape was so that Rachel would not worry about her. What are some other reasons people decide to get in shape?
2. Do you think eating healthy foods can improve a person's mental health as well as physical health? In what ways?

Think About It: Recognize Problems and Solutions

We need to find solutions to problems nearly every day. To be effective, we must first identify what the problem is and what caused it. Then we must choose an appropriate way to solve the problem. This skill is called **recognizing problems and solutions.**

Many stories involve a central problem and its solution. For example, "I've Got to Change" is about Pat's problem and her attempt to solve it.

A. Look at Problems and Solutions

We can guess Pat's problem from the story's first paragraph:

> ▷ Pat opened her front door and sighed. Another work day was over. As usual, she settled down to watch a TV program. There was a box of chocolates nearby. As Pat was picking out a chocolate, she overheard Rachel, her 10-year-old daughter, talking about her.

Later in the story, Rachel points out what she thinks Pat's problem is:

> ▷ "I love my mom, but she's really in bad shape. I just don't think she takes care of herself anymore. I wish she did."

According to Rachel, what is Pat's problem and what is its cause?

____

____

You may have said that Pat is in bad shape because she is not taking care of herself anymore. This is the central problem in the story.

Now think back to the story. How does Pat begin to solve her problem?

____

____

Pat calls a health clinic and makes an appointment to see a nurse practitioner. After talking with the nurse practitioner, Pat decides to adopt a healthier lifestyle. This is how she begins to solve her problem.

B. Practice You have identified Pat's problem. Now identify the solution suggested in each excerpt below.

1. ▶ Kathy told Pat she could begin to change that day. "You need to exercise instead of watching TV. You can take the dog for a walk every day. Walking is excellent exercise."

   Solution: ____________________

2. ▶ Then Kathy discussed diet. "For snacks, you should eat fruits and vegetables instead of candy. Cut up carrot sticks and keep them in the refrigerator. Plain popcorn is another good snack."

   Solution: ____________________

3. ▶ Kathy described healthy meals and explained the importance of eating three meals a day. "Don't skip meals. That will keep you from getting hungry for the wrong foods," she told Pat.

   Solution: ____________________

4. ▶ Kathy also spoke to Pat about high blood pressure. "You may need to take medicine if diet and exercise don't bring down your blood pressure." Kathy asked Pat to come back in six weeks to have her blood pressure checked again.

   Solution: ____________________

▶ **Talk About It**

People often need to change their eating habits as they grow older. Fill out this chart to compare your childhood eating habits with your current ones. Discuss it with a partner. Are your eating habits healthier now? How can you improve?

	Eating habits as a child	Eating habits as an adult
Breakfast		
Lunch		
Dinner		
Snacks		

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Write About It: Write a Paragraph About Pat

Try to picture Pat's life a year after the story "I've Got to Change." In this activity, you will write a paragraph describing Pat's solutions to her problem.

A **paragraph** is a group of sentences about the same topic. Most paragraphs contain a **topic sentence**—a sentence that states the main idea of the paragraph. Paragraphs also contain **details**—information that tells about the main idea.

A. Prewriting Fill in details about the solutions you think Pat used to adopt a healthier lifestyle.

What exercise Pat tried ______________________________

____

How Pat snacked ______________________________

____

How Pat changed her meals ______________________________

____

How Pat shopped ______________________________

____

What Pat did about her blood pressure ______________________________

____

B. Writing On separate paper, write a paragraph about how Pat changed her lifestyle. Your paragraph might begin with this topic sentence: "In order to adopt a healthier lifestyle, Pat made many changes." Use the details you listed above to complete your paragraph. Add more details if you like.

▶ **Save your draft.** At the end of this unit, you will choose one of your drafts to work with further.

Life Skill: Read Medicine Labels

At times, we may need medicine. While medicine can save lives, it can be harmful if taken incorrectly. It is important to read medicine labels correctly.

Here are some words that are often found on medicine labels. Discuss these words with a partner. Write a short definition of each one.

1. indications ____________________

2. dosage ____________________

3. drug interaction precaution ____________________

Prescription (Rx) Medicine Guidelines

- Follow instructions on the label carefully.
- Check the dosage (how much to take) and times to take it.
- Read any warnings on the medicine label.
- Keep medicine and instructions in the original container.
- Check dates and throw away out-of-date medicine.
- Keep a record of the medicine name.
- If you don't understand something on the label, ask your doctor or pharmacist to explain it.

Practice Read the label on an empty pill bottle. Fill in the following information about the medicine.

Name of the drug ____________________

Dosage and time instructions ____________________

Quantity (QTY) __________ Discard after ____________________

Warnings ____________________

Drug interaction precautions ____________________

____

Lesson 2

LEARNING GOALS

Strategy: Set a purpose
Reading: Read a pamphlet
Skill: Apply information
Writing: Fill in a KWL chart
Life Skill: Read a food chart

Before You Read

Do you eat right to stay healthy? In this lesson, you will be reading a pamphlet titled "Eat More Fruits & Vegetables." Think about what you already know about the value of fruits and vegetables. Then **set a purpose** for reading by deciding what you want to learn from the article. What nutrition information about fruits and vegetables would you like to learn? Jot down some questions.

Preview the Reading

Preview the pamphlet by studying the title and the section headings. Look at the artwork. What kind of information do you expect to learn from this pamphlet?

Basic Food Groups	Recommended Daily Allowance
Bread, cereal, rice, and pasta	6–11 servings per day
Meat, poultry, fish, dried beans, peas, eggs, and nuts	2–3 servings per day
Milk, yogurt, and cheese	2–3 servings per day
Fruit	2–4 servings per day
Vegetables	3–5 servings per day

The food groups shown above are generally recognized as important for your health. To have a balanced diet, you should eat foods from all five groups. Which groups do you eat from most often? Which groups will the article discuss?

Use the Strategy

As you read, look for answers to the questions you wrote on page 24. What do you want to learn about a healthier diet? Use this pamphlet as a chance to learn helpful facts about healthy food.

Eat More Fruits & Vegetables

by the U.S. Department of Health and Human Services

Did you know that eating five fruits & vegetables a day is one of the most important choices you can make to help maintain your health?

Top health experts agree that increasing fruits and vegetables in the diet is essential for better health! The U.S. Department of Health and Human Services, the U.S. Department of Agriculture and the National Academy of Sciences all recommend that Americans should eat a balanced diet low in fat which includes lots of fruits and vegetables.

Fruits and vegetables may lower your risk of cancer! 35% of all cancer deaths may be related to what we eat—a diet high in fat and low in fiber.[1] Fruits and vegetables help reduce your risk of cancer. They are low in fat and are rich sources of vitamin A, vitamin C, and fiber. A low-fat diet that is low in saturated fat and cholesterol[2] and includes plenty of high fiber foods also decreases the risk of heart disease.

Eat 5 servings of fruits and vegetables a day! Top health experts recommend that you eat five servings of fruits and vegetables each day. Eat them with a variety of other foods. One serving is 1/2 cup of fruit, 3/4 cup juice, 1/2 cup cooked vegetable, 1 cup leafy vegetable, or 1/4 cup dried fruit.

Eat a variety of fruits and vegetables! All fruits and vegetables are good for you. However, be sure to include each day those that are high in vitamin A, vitamin C, and fiber. You should also have several servings of vegetables a week from the cabbage family. Vitamin supplements do not give the same health benefits as eating a variety of fruits and vegetables.

Additional health benefits. Fruits and vegetables without added fats have no cholesterol. Almost all are low in calories, fat and sodium. Some are good sources of other nutrients[3] such as folacin, potassium, and calcium. Fruits and vegetables also help promote a healthy digestive tract.

Five Points to Remember

Eat five servings of fruits and vegetables a day!

Eat at least one vitamin A rich selection every day!

Eat at least one vitamin C rich selection every day!

Eat at least one high fiber selection every day!

Eat cabbage family vegetables several times each week!

---

[1] **fiber:** a substance that moves food and waste quickly through intestines.

[2] **cholesterol:** a substance that can block arteries, leading to heart disease.

[3] **nutrients:** substances in food that nourish, or promote growth.

How close are you to meeting the 5 a Day Goal?

How many servings of fruits or vegetables did you eat yesterday:

At breakfast? ____________
At lunch? ____________
For a snack? ____________
At dinner? ____________
For dessert? ____________
Total = ____________

Does your total equal the Goal of 5?

5 a day . . .
it may be
easier than
you think!

Morning

- Drink a glass of juice.
- Add sliced bananas or strawberries to your cereal.
- Have a bowl of fruit such as melon or peaches.
- Top your pancakes with fruit instead of syrup.

Snack

- Nibble on some grapes.
- Take along some dried fruit like raisins, apricots, prunes, or figs.
- Choose a glass of juice.
- Keep cut raw vegetables in the refrigerator.

Lunch

- Have a salad or soup that has vegetables.
- Add zucchini, carrot, or celery sticks to your brown bag lunch.
- Eat a piece of fruit like an apple or an orange.
- Add lettuce, sprouts, and tomatoes to your sandwich.

Dinner

- Add vegetables to your main dish such as broccoli to your pasta or casserole.
- Add raw vegetables or fruit to your green salad.
- Use fruits as a garnish on main dishes.
- Order extra vegetables when you are eating out.

Dessert

- Liven up a plain dessert with fresh fruit.
- Top frozen yogurt with pineapple or papaya.
- Add chopped fruit or berries to muffins, cakes, or cookies.

Check-in ▶ What questions might you ask about how fruits and vegetables help keep you healthy? Has the pamphlet answered any of the questions you asked on page 24?

All Fruits and Vegetables supply a variety of nutrients! Some are especially good sources of vitamins A and C, and most contain fiber.

Fruits	Vitamin A	Vitamin C	Fiber
Apple			■
Apricots (3)	●		■
Banana			■
Figs (2)			●
Grapes (1 cup)			■
Grapefruit (1/2)		●	■
Kiwi Fruit		●	■
Nectarine			■
Orange		●	■
Peach			■
Pear			●
Plums (2)			■
Prunes (4)			●
1/2 cup serving			
Cantaloupe	●	●	■
Honeydew		■	
Papaya	■	●	
Pineapple			■
Raisins (1/4 cup)			■
Raspberries		■	■
Strawberries		●	■
Watermelon (1 cup)		■	
Juices 3/4 cup			
Orange Juice		●	
Grapefruit Juice		●	
Tomato Juice		●	

Vegetables 1/2 cup cooked	Vitamin A	Vitamin C	Fiber
Asparagus		■	■
Beans, Green			■
Bok Choy	●	■	■
Broccoli	■	●	■
Brussels Sprouts		●	■
Cabbage		■	■
Carrots	●		■
Cauliflower		●	■
Chili Peppers (1/4 cup)	●	●	
Corn			■
Dried Peas and Beans			●
Eggplant			■
Green Pepper		●	
Greens [1]	●	■	■
Lettuce (1 cup fresh)			
Spinach	●	■	■
Romaine	■		
Red and green looseleaf	■		
Iceberg			
Okra			■
Peas, Green			■
Potato (1 medium baked)		■	■
Spinach	●		■
Squash, Winter	●		■
Sweet Potato	●		■
Tomatoes (1)	■	■	■
Zucchini			■

■ These selections supply at least 25% of the U.S. Recommended Daily Allowances (RDA) for vitamins A or C or at least 1–3 grams of dietary fiber per serving.

● These selections supply at least 50% of the U.S. RDA for vitamins A or C or at least 4 grams of dietary fiber per serving.

1: Values are averages calculated using beet and mustard greens, swiss chard, dandelion, kale and turnip greens. These foods are part of the cabbage family.

Sources for Table: USDA Handbook No 8; Produce Marketing Association; and the Minnesota Nutrition Data System.

Final Check-in

As a purpose for reading, you jotted down some questions about nutrition information you wanted to learn about fruits and vegetables. Which of your questions, if any, were answered?

After You Read

A. Comprehension Check Check whether each statement is **True** or **False.**

True	False	
_____	_____	**1.** Eat only 2 to 3 fruits and vegetables a day.
_____	_____	**2.** Choose foods that are low in fat.
_____	_____	**3.** Vitamin pills are just as good as fresh fruits and vegetables.
_____	_____	**4.** Fruits and vegetables are high in cholesterol.
_____	_____	**5.** Fruits and vegetables have no effect on heart disease.
_____	_____	**6.** Cancer may be related to too much fat and not enough fiber.
_____	_____	**7.** A balanced diet includes food from all five basic food groups.
_____	_____	**8.** Dried fruits aren't good for you.
_____	_____	**9.** The best diet is low in saturated fat and high in fiber.
_____	_____	**10.** Too much cholesterol can harm your arteries.

B. Revisit the Reading Strategy Consider what you knew before and after reading the pamphlet. Answer these questions on your own or with a partner.

1. What new food fact did you learn that may change what you eat?
2. Which topic added information to what you already know?
3. What do you still want to know more about?

C. Think Beyond the Reading In order to truly adopt a healthy diet, most of us need support from friends and loved ones. If we begin to fall back into poor eating habits, they can remind us to get back on track. With a partner or a small group, discuss the need for support. Is support important to you? How can you provide support to others?

Think About It: Apply Information

You have just read a pamphlet that was full of information about healthy eating. When you read informative materials, you may want to apply some of the facts you learn to your own life. This is called **applying information.**

A. Look at Applying Information

Suppose you decided to add more fiber to your diet. Turn back to page 27. What two high-fiber foods would you like to try?

________________________ ________________________

You might have chosen any two foods that have a symbol in the column headed "Fiber" on the chart.

B. Practice

1. For one day, make a list of all the fruits and vegetables that you eat.
2. At the end of the day, fill in the chart below. If you ate fewer than five fruits and vegetables over the course of the day, consider adding more to your diet. Check the chart on page 27 for ideas on what to try. Add those choices to your chart using a different color ink. Then try adding those choices to your diet in the next few days.

Meal	Fruits	Vegetables
Breakfast		
A.M. snack		
Lunch		
P.M. snack		
Dinner		
Late snack		

Write About It: Fill in a KWL Chart

A KWL chart is a way to organize information about a subject you will read about. *K* stands for "What I Know," *W* stands for "What I Want to Find Out," and *L* stands for "What I Learned." Here is the top of a KWL chart. Copy the headings on separate paper.

K	W	L
What I Know	What I Want to Find Out	What I Learned

A. **Prewriting** "On the Go with Good Food" tells how you can eat well when you are on the go, spending a lot of time in a car or bus. Before you read the article, fill in parts *K* and *W* of your KWL chart to organize your prior knowledge and to set a purpose for reading. Under *K*, fill in what you *already know* about how to get good food when you are on the go. Under *W*, write what you *want to find out* about this topic. Then read the article.

On the Go with Good Food

Whether you go from place to place by bus or car, resist buying candy bars! You can just as easily buy fruits or vegetables, even at convenience stores.

Buy fruits and vegetables that you can eat easily. Try apples, peaches, pears, celery, cherry tomatoes, cherries, strawberries, and grapes. Most stores will wash a piece of fruit for you. Or you can buy dried fruits that don't need to be washed. These include prunes, raisins, apricots, figs, and dates.

For a drink, buy real fruit juice in a can or box instead of sodas or coffee. Grab a can and run to the express check-out line!

Fruits, vegetables, and fruit drinks are a quick, nutritious snack wherever you are.

B. **Writing** Under *L* in your chart, write what you *learned* that you didn't already know before you read the article.

Life Skill: A Closer Look at a Food Chart

Charts are designed to show information in an easy-to-read format. When you read a chart, first read the title. Then read the column headings and the row headings. These will help you understand what the chart is about.

To find specific information on a chart, read down the columns and across the rows. For example, according to the chart below, what substance is found in 1/2 cup of cooked green beans?

____

If you said *fiber,* you are correct.

Nutrients in Fruits and Vegetables

Fruits	Vitamin A	Vitamin C	Fiber	**Vegetables** 1/2 cup cooked	Vitamin A	Vitamin C	Fiber
Apple			■	Asparagus		■	■
Apricots (3)	●		■	Beans, Green			■
Banana			■	Bok Choy	●	■	■
Figs (2)			●	Broccoli	■	●	■
Grapes (1 cup)			■	Brussels Sprouts		●	■
Grapefruit (1/2)		●	■	Cabbage		■	■
Kiwi Fruit		●	■	Carrots	●		■
Nectarine			■	Cauliflower		●	■
Orange		●	■	Chili Peppers (1/4 cup)	●	●	
Peach			■	Corn			■
Pear			●	Dried Peas and Beans			●
Plums (2)			■	Eggplant			■
Prunes (4)			●	Green Pepper		■	

■ These selections supply at least 25% of the U.S. Recommended Daily Allowances (RDA) for vitamins A or C or at least 1–3 grams of dietary fiber per serving.

● These selections supply at least 50% of the U.S. RDA for vitamins A or C or at least 4 grams of dietary fiber per serving.

Practice

1. Name one vegetable that contains vitamins A and C, and fiber. ____________________
2. Would you eat an apple to get a lot of fiber? ____________________
3. What substances are found in carrots? ____________________
4. Can you get more than 4 grams of fiber from a serving of cabbage? ____________________
5. Name two fruits that contain vitamin C. ____________________

Lesson 3 ▶

LEARNING GOALS

Strategy: Predict content
Reading: Read an article
Skill: Understand cause and effect
Writing: Create a chart
Life Skill: Fill in a medical history form

Before You Read

Have you ever had food poisoning? Do you know someone who has? In this lesson, you will be reading an article titled "How to Avoid Food that Makes You Sick." Try to **predict** the **content** of the article, or guess what will be in it. List some kinds of information you think will be in an article about avoiding food poisoning.

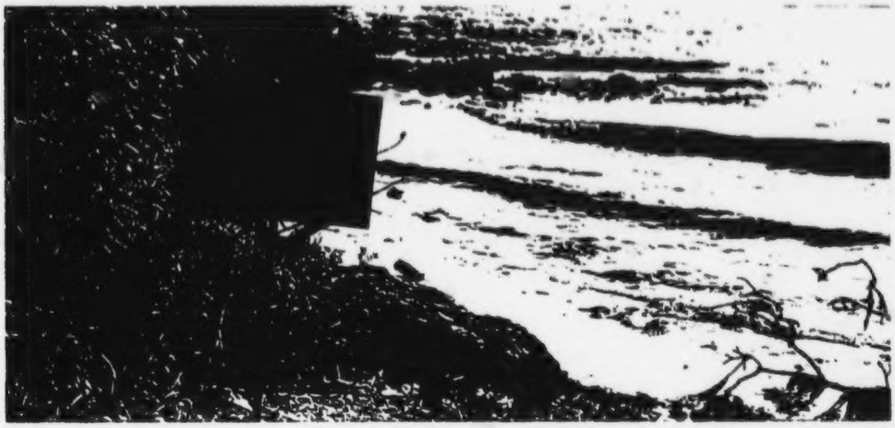
____

____

____

Preview the Reading

Preview the article by reading the title and its three main headings. Look at the chart title. The article will contain many facts to help you understand food-borne illness. Predict some of the ways the article will give to *prevent* food poisoning.



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▶ **Use the Strategy**

As you read this article about food poisoning, think about the types of information you predicted on page 32. Were some of your predictions correct?

How to Avoid Food that Makes You Sick

Linda C. Hadfield, M.S., R.D., L.D.

You see it in the news every day. Several people died from eating improperly cooked hamburgers. Many people in several states suffered from food poisoning after eating ice cream. One person became ill from eating fruit tainted[1] with a pesticide[2] Still another fell victim to vegetables laden with salmonella [sal ma NEL la] from a cutting board. It's enough to make you . . . well, sick.

Instead of living in fear of eating certain kinds of food, what can we do to reduce the risk of eating something that could be harmful? Here are some tips to reduce your risk of food-borne illness.

---

[1] **tainted:** infected, spoiled.
[2] **pesticide:** a chemical used to kill pests such as rodents or insects.

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Tips to Reduce Your Risk of Food-borne Illness

- Keep hot foods hot. Cook meat, poultry, and fish to an internal temperature of at least 160 degrees Fahrenheit.
- Keep cold foods cold. Put a thermometer in your refrigerator. It should read 40 degrees F or less. Your freezer should be 0 degrees F or less.
- Raw meat and poultry should be wrapped securely in a sealed plastic bag or in a container. They should be placed on the lower shelf so they do not leak and contaminate other foods and surfaces.
- Use or freeze fresh meat, fish, or poultry within a day or two of purchase.
- Keep your refrigerator clean. Remove spoiled food and clean up any spills. Keep cooked and raw food separate.
- Thaw frozen foods in the refrigerator.
- Marinate[3] meats in the refrigerator. If you wish to use the marinade for a sauce or to brush on cooked meat, bring it to a rolling boil first.
- Wash your hands thoroughly before preparing foods. And afterward—especially when working with eggs, poultry, and meat—wash hands again. Wash all kitchen surfaces and utensils used.
- If you are sick, stay out of the kitchen.

◀ **Check-in**

Before you began to read this article, you predicted what types of information you would find. Which of your predictions are correct so far? What do you expect to find in the next sections?

Pass the E. coli [CO lie] 0157:H7, Please

In the spring of 1993, a 2-year-old boy ate a fast-food hamburger contaminated with a deadly bacterium—E. coli 0157:H7. He seemed fine when he left the restaurant. But a few weeks later, he was dead.

Several hundred other unsuspecting customers also ate hamburgers made from the same batch of contaminated meat, at this same restaurant. What has become the most widely publicized case of food contamination with the bacteria, E. coli 0157:H7, resulted in at least three deaths and more than

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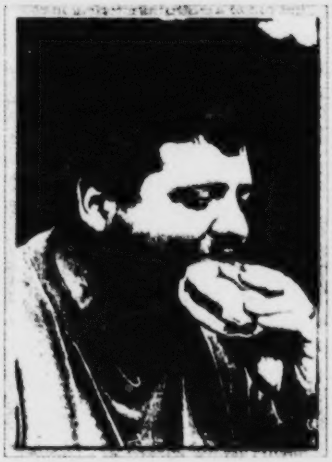
[3] **marinate:** soak in vinegar or wine, spices, and herbs.

100 hospitalizations. It all could have been avoided with proper food safety techniques.



According to health officials, the hamburgers in question may have been heated to only 120 degrees—far below the recommended temperature of 160 degrees. Improper hand-washing techniques also were to blame. As many as 60 people were exposed to the bacteria indirectly by coming in contact with someone who had eaten the tainted meat.

As a result of this outbreak, the federal government has issued this guideline for cooking ground beef: Cook hamburgers until the center is gray or brown and the juices run clear. If you like your meat pink, order a steak. Since E. coli is usually found on the meat's surface, you still can eat a steak that is pink in the middle. Hamburger, however, is ground. The surface meat is mixed throughout the batch, as are the bacteria. Cooking the hamburger to an internal temperature of 160 degrees, however, kills the E. coli.

Though not as widely reported, this strain of E. coli also resides in raw milk, improperly processed apple cider, and contaminated water. For your own protection, the health department advises drinking only pasteurized milk, treated water, and pasteurized cider. If you buy cider at a roadside stand, for example, heat it to at least 160 degrees (a slow simmer where steam starts to rise from the pan) before serving or refrigerating.

Something Smells Fishy

It used to be called "brain food." Now, reports of fish poisoning have been steadily trickling through the media. Contamination of fish with ciguatera [see GWA ter a] is increasing. By some estimates, it is the most common illness associated with fish consumption in the United States. Ciguatera is produced by a tiny plant that lives on coral reefs. Small fish eat these plants. Larger fish eat the smaller fish; then you eat the bigger fish. Food and Drug Administration (FDA) sources say we shouldn't stop eating fish. However, it's best to stay away from the ones that are most likely to be contaminated: fish that live in warm waters near coral reefs, such as grouper, snapper, amberjack, and barracuda.

When buying fish, take a whiff. Fresh fish should not smell like fish or ammonia. It should have a faint odor, almost like cucumbers.

If you like to fish, make sure that the waters are approved for harvest. If you're not sure, contact your local health department.

Final Check-in
Before you read this article, you predicted what content you would find. Were your predictions correct? Do you have a better understanding of food-borne illnesses?

* * *

The chart below lists five types of bacteria that cause food poisoning. It gives the symptoms, the food sources, and ways to prevent each type of food poisoning.

Food Poisoning Facts

Type	Symptoms	Foods	Prevention
Campylobacter [kam pi lo BAK ter]	Diarrhea, abdominal pain, nausea, vomiting, fever, and cramps. Occurs 2 to 10 days after eating.	Meat, poultry, eggs, unpasteurized dairy products, fish, shellfish, and untreated water.	Cook meat, poultry, and eggs thoroughly; wash hands and work surfaces before and after contact with raw meat and poultry.
Salmonella [sal mo NEL la]	Nausea, vomiting, diarrhea, cramps, fever, and headache. Occurs 6 to 48 hours after eating.	Meat, poultry, eggs, and unpasteurized dairy products.	Same as campylobacter. Don't let foods sit at room temperature for over 2 hours; don't drink unpasteurized milk.
Staphylococcus [staf a lo KAH kus]	Vomiting and diarrhea, occasionally weakness and dizziness. Occurs 30 minutes to 8 hours after eating.	Cooked meat and poultry; meat, poultry, potato and egg salads, creme-filled pastries.	Wash hands and utensils before preparing food; don't let food sit at room temperature for over 2 hours.
Listeria monocytogenes [lis TER ee a mon o si TOJ a nus]	Fever, headache, nausea, and vomiting. Occurs 3 to 21 days after eating.	Soft cheeses, ice cream, prepared salads, seafoods.	Be cautious in food handling; cook seafoods thoroughly.
E. coli [E. CO lie]	Bloody diarrhea, severe abdominal cramps. Occurs 3 to 9 days after eating.	Raw ground beef, unpasteurized milk, cheeses.	Cook beef thoroughly until juices run clear.

After You Read

A. **Comprehension Check**

1. To avoid food poisoning, cook meat, poultry, and fish to an internal temperature of
   (1) 106 degrees Fahrenheit (F)
   (2) 120 degrees F
   (3) 140 degrees F
   (4) 160 degrees F

2. When cooking hamburger, be sure the meat
   (1) is cooked until it is pink inside
   (2) is gray or brown in the center
   (3) is brown on the outside
   (4) is cooked the day you buy it

3. Since ciguatera is found in coral reefs, it is a good idea to avoid eating
   (1) all fish
   (2) fish caught in rivers
   (3) fish caught in warm waters
   (4) fish caught in fresh water lakes

4. When you buy fresh chicken, you should
   (1) cook it within a week
   (2) store it separately from any cooked chicken
   (3) always put it in the freezer
   (4) store it on the top shelf of the refrigerator

B. **Revisit the Reading Strategy** Look at the predictions you listed before you read the article. Which of these predictions were actually in the article?

Compare your prediction list with what you found in the article. How many matches are there? ______

If you had questions that weren't answered in the article, think about where you could find the answers.

C. **Think Beyond the Reading** Think about these questions and discuss them with a partner. Answer the questions in writing if you wish.

1. What shopping and cooking habits can you change to better protect yourself and your family from food poisoning?
2. The federal government requires that all fresh meat be sold with "safe handling" guidelines printed on the package. Do you think this is a good idea? Why or why not?

Think About It: Understand Cause and Effect

When things happen in our lives, we often ask, "Why?" We are looking for the **cause**—the reason why something happened. A cause leads to an **effect**—what happened, or the outcome.

A. Look at Cause and Effect

Cause ➔	**Effect**
A woman eats meat contaminated with E. coli.	The woman becomes seriously ill.

Cue words such as *since, because, therefore, as a result,* and *consequently* are often clues to cause and effect.

Look for the cause and the effect in these examples. Fill in the blanks as shown in Example 1. Examples 1 and 2 contain cue words. There is no cue word in Example 3.

Example 1: Two boys drink untreated mountain stream water. As a result, two days later, they become nauseous and feverish.

Cause ➔	**Cue words** ➔	**Effect**
They drink untreated water	as a result	they get sick

Example 2: In a hurry to make dinner, a man forgets to wash the knife he used to cut raw chicken. He uses the same knife to cut vegetables. Consequently, a few days later, the family gets sick.

Cause ➔	**Cue word** ➔	**Effect**
____________________	____________________	____________________

The cause is using a tainted knife. The effect is the family getting sick. The cue word is *consequently.*

Example 3: A woman suffers from diarrhea, vomiting, cramps, and fever. The day before, she had eaten salmonella-tainted eggs.

Cause → **Effect**

______________________ ______________________

Notice that in this example, the effect is stated first. The cause is eating tainted eggs and the effect is becoming very ill. There was no cue word.

B. Practice For each item, underline the cause with one line and the effect with two lines. Circle the cue word if there is one.

1. Charlie baked the chicken to an internal temperature of 160 degrees in order to completely kill harmful bacteria.
2. When meat is not cooked thoroughly, *E. coli* can remain alive in the meat.
3. Adnan sets his refrigerator at 40 degrees; consequently, food in his refrigerator does not become tainted.
4. Liz learned that fish living in warm waters near coral reefs are most likely to be contaminated; therefore, she avoids eating those fish.
5. Employees at a local restaurant did not wash their hands before handling food and dishes. They contaminated the food with bacteria from their hands.
6. Pasteurization kills bacteria; as a result, pasteurized milk is safer to drink.
7. Sarah washes fresh fruits and vegetables thoroughly because they may have been sprayed with pesticides.

▶ **Talk About It**

One of your best weapons against food poisoning may be asking questions. Think of questions you could ask the people who sell you meat, fish, and dairy products. What questions could you ask at restaurants? With a partner or a small group, brainstorm a list of questions that can help ensure that the food you buy is fresh and untainted.

Write About It: Create a Chart

In Lesson 2, you read a food chart. In this lesson, you have read a chart containing information on food poisoning. **Charts** present information arranged in columns and rows. In the sample chart below, the column headings are categories of food-handling procedures. The row headings are specific types of food. To fill in the chart, write appropriate information in the box under a column heading and across from a row heading. For example, in the box under the column heading "Proper Storage" and across from "hamburger," you might write "wrap securely" and "store at 40° or cooler."

Create a chart that you can hang up in your kitchen to remind yourself of the safest way to handle different kinds of foods.

A. **Prewriting** Use the sample chart here to practice writing information in a chart.

Food Handling Chart

Foods	Proper Storage	Preparation Tips	Internal Temperature
hamburger	Wrap securely Store at 40° F or cooler	Cook until center is gray or brown	160° F
frozen fish			
raw chicken			

B. **Writing** Now create your own food-handling chart on separate paper. You may change the headings on the chart to include foods you eat regularly. Add any information from this lesson or from any other sources you find helpful.

▶ **Save your draft.** At the end of this unit, you will choose one of your drafts to work with further.

Life Skill: Fill in a Medical History Form

When people are admitted to a hospital or visit a doctor for the first time, they are usually asked for their complete medical history. This includes past illnesses and surgeries, current allergies, and medicines being taken. It is important to give complete and accurate information on these forms.

Practice The form below lists some of the information commonly requested on a medical history form. You can make up answers if you don't want to share private information.

Medical History

Name:______________________________ Date:________________

1. Allergies (Medicine, Food, Environment)		**2. Medications Taken Regularly**	
Allergy	Type of Reaction	Name of Medicine	Dosage/Frequency

3. Major Illnesses
List all major illnesses and approximate dates (for example: heart disease, kidney disease, diabetes, hypertension).

Illness	Date	Illness	Date

4. Surgical History
List the approximate date of all surgeries. State any problems related to the surgery (for example: infection, bleeding, or reaction to anesthesia).

Type of Surgery	Date	Problems

▶ Writing Skills Mini-Lesson: Fixing Sentence Fragments

A **complete sentence** contains a complete thought. It must have a **subject** (who or what the sentence is about) and a **verb** (what the subject does or is). A simple sentence is also called an **independent clause,** because it stands alone. A **sentence fragment** does not contain a complete thought. It cannot stand alone. Here are two kinds of fragments and two ways to fix each one.

1. **Fragment:** Candy, donuts, and potato chips.
   This fragment has no verb. It does not make sense all by itself. To fix it, you must make the fragment into a complete sentence. Add a verb and any other words needed to make a complete thought.
   - Candy, donuts, and potato chips **are bad for your health.**
   - **You should avoid** candy, donuts, and potato chips.
2. **Fragment:** If you want to be healthy
   Although this fragment has a subject *(you)* and a verb *(want)*, it is not a complete thought. It is a **dependent clause.** To fix it, you can attach it to an independent clause to make the sentence complete. Add a comma after the dependent clause if it comes first.
   - If you want to be healthy, **you must eat right.**
   - **You must eat right** if you want to be healthy.

Practice The paragraph below contains several fragments. On your own paper, rewrite the paragraph and fix the fragments. Add any words needed to make complete thoughts.

> Parents need to feed their children. Healthy food. Unfortunately, too many children. Junk food. They prefer potato chips and cola. Carrots and milk. If they eat only junk food. Get sick often. What can parents do? For one thing. Only healthy food in the home. It is wise to start. Good habits. Before children are old enough for school.

Unit 1 Review

Reading Review

This reading is about Pat's problems with her diet. Read it and answer the questions that follow.

Pat Struggles with Her Diet

In March, Pat threw her box of chocolates into the Dumpster. She was determined to change her eating habits and win back her daughter Rachel's respect. But she had no idea how hard it would be to eat healthy foods and avoid junk food.

One month later, Pat felt as if she were punishing herself. For thirty days she had eaten hardly any high-fat foods—no candy, chips, or cookies. Instead she had eaten fruits, fruit juices, and plain vegetables. She had studied calorie charts. As a result, for main courses she had eaten chicken more often than beef. She had avoided fatty meats such as hot dogs completely. Her body felt better and she had more energy. But Pat was miserable. The six pounds she had lost could not stop her from feeling deprived all the time.

Pat almost quit the diet. But then she had an idea. "Maybe just one treat a week," she thought. "One really delicious treat." She decided to try it. It was better than quitting altogether, Pat reasoned. She promised herself she would never again eat chocolates every night.

The next Friday, Pat shopped for the weekend. She filled her cart with the nutritious foods she had gotten used to buying. Then she stopped at the store bakery. She chose a small piece of double chocolate cake. "This is my reward," she said to the bakery worker. Pat smiled. "This will keep me going all week!"

Check whether the following statements are **True** or **False.**

True	**False**	
______	______	**1.** This story mainly deals with the tensions between Pat and her daughter, Rachel.
______	______	**2.** Pat was satisfied with her first diet plan because she felt better and lost some weight.
______	______	**3.** Pat was miserable because she couldn't lose any weight.
______	______	**4.** Pat ate fruit and plain vegetables because they were low in fat.
______	______	**5.** Pat was applying calorie information when she chose a piece of chocolate cake.
______	______	**6.** It is hard for Pat to avoid high fat foods.
______	______	**7.** Pat solved her problem by eating chocolates every night.

Writing Process

In Unit 1, you wrote two first drafts. Choose the piece below that you would like to work with further. You will revise, edit, and make a final copy of this draft.

______ your paragraph on Pat one year later (page 22)
______ your food-handling chart (page 40)

Find the first draft you chose. Then turn to page 160 in this book. Follow steps 3, 4, and 5 in the Writing Process to create a final draft.

As you revise, check your draft for these specific points:

Paragraph: Did you write a topic sentence that sums up the main point of the paragraph? Did you remember to turn any sentence fragments into complete sentences?

Chart: Did you check each tip to be sure it will help you avoid food poisoning?

Unit 2 Get That Job!

An important goal for most people is to have a secure and satisfying job. We hear many news stories about workers who have been laid off and are looking for work. We also hear a lot of information about new jobs that are opening up now or that will open up in the future. Whether looking for a first job, trying to replace a lost job, or looking for a better job, we must all prepare ourselves to take advantage of new jobs that become available. Unit 2 is full of practical ideas you can use when seeking a job.

Be an Active Reader

As you read the selections in this unit

- Put a question mark (?) by things you do not understand.
- Underline words you do not know. Try to use context clues to figure them out.

After you read each selection in this unit

- Reread sections you marked with a question mark (?). If they still do not make sense, discuss them with a partner or your instructor.
- Look at words you underlined. Discuss any words you still don't understand with a partner or your instructor, or look them up in a dictionary.

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Lesson 4 ▶

LEARNING GOALS

Strategy: Visualize
Reading: Read a story
Skill: Understand cause and effect
Writing: Write about a dream job
Life Skill: Interpret want ads

Before You Read

"Easy Job, Good Wages" is a story about using newspaper want ads to find jobs. Although the events in this story happened many years ago, you can still find the same kind of misleading information in want ads today.

Before you read the story, answer these questions:

- Can you think of a job that is both easy to do and pays good wages?
- Now **visualize,** or picture in your mind, what it would be like to have the job in question 1.
- Next, can you think of a job that would be hard to do?
- Visualize what it would be like to do the hard job.

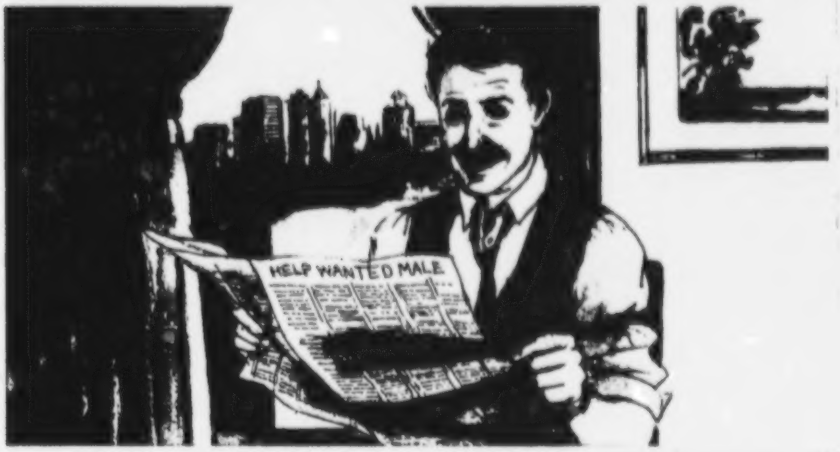
Preview the Reading

To preview the story, look at the title and the pictures. Then read the first sentence in each paragraph. This will give you a sense of where the story is going. As you read each sentence, try to imagine what else will be described in each paragraph.

Use the Strategy
In this story, the author describes a very unpleasant job experience he had. Pay attention to the details that the author uses to describe himself and his job. Picture these details as you read.

Easy Job, Good Wages

Jesus Colon [hay SOOS co LONE]



This happened early in 1919. We were both out of work, my brother and I. He got up earlier to look for a job. When I woke up, he was already gone. So I dressed, went out and bought a copy of the *New York World* and turned its pages until I got to the "Help Wanted—Unskilled" section of the paper. After much reading and rereading the same columns, my attention was held by a small advertisement. It read: "Easy job. Good wages. No experience necessary." This was followed by a number and street on the west side of lower Manhattan. It sounded like the job I was looking for. Easy job. Good wages. Those four words revolved in my brain as I was traveling toward the address indicated in the advertisement. Easy job. Good wages. Easy Job. Good wages. Easy . . .

The place consisted of a small front office and a large loft. On the floor of the loft I noticed a series of large galvanized tubs half filled with water. Out of the water protruded[1] the necks of many bottles of various sizes and shapes. Around these tubs there were a number of workers, male and female, sitting on small wooden benches. All had their hands in the water of the tub, the left hand holding a bottle and with the thumbnail of the right hand scratching the labels.

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[1] **protrude:** stick out.

The foreman found a vacant stool for me around one of the tubs of water. I asked why a penknife or a small safety razor could not be used instead of the thumbnail to take off the old labels from the bottles. I was expertly informed that knives or razors would scratch the glass. This would lower the value of the bottles when they were to be sold.

I sat down and started to use my thumbnail on one bottle. The water had somewhat softened the transparent mucilage[2] used to attach the label to the bottle. But the softening did not work out uniformly somehow. There were always pieces of label that for some obscure reason remained affixed to the bottles. It was on those pieces of labels tenaciously[3] fastened to the bottles that my right hand thumbnail had to work overtime. As the minutes passed I noticed that the coldness of the water started to pass from my hand to my body. This gave me body shivers that I tried to conceal with the greatest of effort from those sitting beside me. My hands became deadly clean. Tiny little wrinkles started to show, especially at the tips of my fingers. Sometimes I stopped a few seconds from scratching the bottles, to open and close my fists in rapid movements in order to bring blood to my hands. But almost as soon as I placed them in the water they became deathly pale again.

Now that you know what Colon is experiencing, imagine what the hands of the whole group of workers might look like. Read on to see if your image is correct.

◀ **Check-in**

But these were minor details compared with what was happening to the thumb of my right hand. For a delicate, boyish thumb, it was growing by the minute into a full blown tomato colored finger. It was the only part of my right hand remaining blood red. I started to look at the workers' thumbs. I noticed that these particular fingers on their right hands were unusually developed. They each had a thick layer of corn-like surface at the top of their right thumb. The nails on their thumbs looked coarser and smaller than on the other fingers. Thumb and nail had become one and the same thing—a primitive unnatural human tool especially developed to detach hard pieces of labels from wet bottles sunk in galvanized tubs.

---

[2] **mucilage:** glue.
[3] **tenaciously:** stubbornly.

After a couple of hours I had a feeling that my thumbnail was going to leave my finger and jump into the cold water of the tub. A numb pain slowly began to be felt coming from my right thumb.

Then I began to feel such pain as if coming from a finger bigger than all of my body.

After three hours of this I decided to quit fast. I told the foreman so, showing him my swollen finger. He figured I had earned 69 cents at 23 cents an hour.

Early in the evening I met my brother in our furnished room. We started to exchange experiences of our job hunting for the day. "You know what?" my brother started. "Early in the morning I went to work where they take labels off old bottles—with your right hand thumbnail . . . Somewhere on the west side of lower Manhattan. I only stayed a couple of hours. 'Easy job . . . Good wages . . .' they said. The person who wrote that ad must have had a great sense of humor." And we both had a hearty laugh that evening when I told my brother that I also went to work at that same place later in the day.

Now when I see ads reading "Easy job. Good wages," I just smile an ancient, tired, knowing smile.

Final Check-in

As you read the story, did you visualize the experience of Jesus Colon? Think about the mental pictures you created. Which one is the most dramatic?

After You Read

A. Comprehension Check

1. What words caught Colon's attention as he was looking in the want ad section of the newspaper?

   ____

2. What kind of work environment did Colon see when he entered the work room? Visualize it before you answer.

   ____

3. Do you think the workers had any choice about how they did the job? Why or why not?

   ____

4. How could this experience help the two brothers as they continue to search in the want ads for jobs?

   ____

B. Revisit the Reading Strategy Recall the mental pictures you formed as you read "Easy Job, Good Wages." Then picture how you would change the working conditions of this job. First review how the job was done. Then think of what could be done to make this job less harmful to the workers' hands. Share your ideas with the rest of the group.

C. Think Beyond the Reading Think about these questions and discuss them with a partner. Answer the questions in writing if you wish.

1. Do you think it is important for employers to establish strict safety measures for their workers? Why or why not?
2. What qualities make a boss a good person to work for? Discuss both good and bad qualities you have observed in bosses. Discuss how these qualities affect the workers.

Think About It: Understand Cause and Effect

In Lesson 3, you learned that the **cause** is the reason why something happened, and the **effect** is the outcome, or what happened. Keep in mind this summary of cause and effect:

Cause	**Effect**
the reason why	what happened

Tip Remember that sometimes the cause is stated first. Other times the effect is stated first.

A. Review Cause and Effect

The following example from the story shows a cause and an effect:

> ▶ There were always pieces of label that for some obscure reason remained affixed to the bottles. It was on those pieces of labels tenaciously fastened to the bottles that my right hand thumbnail had to work overtime.

The effect is that Colon's thumb had to work overtime.

What causes his right thumb to work overtime? ______________________

Pieces of label that stuck to the bottles caused the extra work.

B. Practice Read each passage from the story. Write the cause and the effect on the lines provided.

1. ▶ This happened early in 1919. We were both out of work, my brother and I. He got up earlier to look for a job. When I woke up, he was already gone. So I dressed, went out and bought a copy of the *New York World* and turned its pages until I got to the "Help Wanted—Unskilled" section of the paper.

cause ______________________

effect ______________________

2. ▶ As the minutes passed I noticed that the coldness of the water started to pass from my hand to my body. This gave me body shivers that I tried to conceal with the greatest of effort from those sitting beside me.

cause ______________________________

effect ______________________________

3. ▶ But the softening did not work out uniformly somehow. There were always pieces of label that for some obscure reason remained affixed to the bottles.

cause ______________________________

effect ______________________________

4. ▶ Then I began to feel such pain as if coming from a finger bigger than all of my body. After three hours of this I decided to quit fast. I told the foreman so, showing him my swollen finger.

cause ______________________________

effect ______________________________

5. ▶ The nails on their thumbs looked coarser and smaller than on the other fingers. Thumb and nail had become one and the same thing—a primitive unnatural human tool especially developed to detach hard pieces of labels from wet bottles sunk in galvanized tubs.

cause ______________________________

effect ______________________________

▶ **Talk About It**

In your own words, tell what happened to Jesus Colon. How did this story begin? What events led to his decision to quit? What was the surprising and amusing ending to this tale? Tell the story to a partner or to your instructor.

Write About It: Write About Your Dream Job

The job described in "Easy Job, Good Wages" is no one's idea of a dream job. But what *is* a dream job? What job would you most like to have? Think about your dream job. Let your imagination flow. In this activity, you will write a paragraph describing your dream job.

In Lesson 1 you learned that a **paragraph** is a group of sentences with one main idea and several supporting details. The **main idea** is the most important point. It is stated in a **topic sentence.** The **supporting details** explain, or support, the main idea.

The topic sentence—which states the main idea—is in heavy type in the paragraph below. Notice that the writer tells many details about the job of landscaper. Your paragraph does not have to be this long.

My Dream Job

My dream job is to be an outdoor landscaper. To qualify for a job, it would help me to go to a technical school. But if I can't do that, I can get a job working for a landscape company and learn on the job. The hours can be very long in the spring, summer, and fall. Work starts as soon as possible after sunrise. The pay would start around seven dollars an hour. At first, I would probably just be digging the holes for plants and tilling the soil to remove rocks and weeds. Later, I hope to actually design and plant things. I imagine my routine would start with meeting the rest of the crew at the company headquarters, getting my orders and tools, and going with the crew to the job site. After working all morning, I would need a break in the shade. Then I would dig, haul rocks, or plant until quitting time. Then we would return to headquarters with the tools.

A. Prewriting Before you write your paragraph, think about what your dream job is. Then fill out this information sheet with details about your dream job. Remember, this is a dream job—add whatever details you'd like to have in a job.

What is the job title? ______________________________

How many years of school do you need? ______________________________

What kind of training should you have? ______________________________

____

What kind of experience is needed? ______________________________

____

What are your hours? ______________ What is your salary? ______________

What do you actually do on the job? ______________________________

____

____

What are some everyday routines of the job? ______________________________

____

____

B. Writing On separate paper, write a topic sentence stating the main idea of your paragraph. This sentence should state what your dream job is. Then write sentences with details about your dream job. Use the information sheet you filled in above.

▶ **Save your draft.** At the end of this unit, you will choose one of your drafts to work with further.

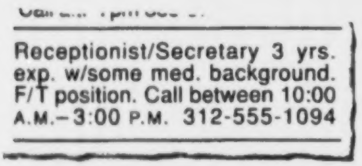
Life Skill: Interpret Want Ads

An important job-search skill is the ability to interpret want ads. Newspaper want ads use **abbreviations,** or shortened forms of words. Test your ability to read abbreviations. How many of these do you know?

Some Want Ad Abbreviations

aft.	afternoon	flex.	flexible	perm.	permanent
appt.	appointment	F/T	full-time	P/T	part-time
ASAP	as soon as possible	hrs.	hours	refs.	references
attn.	attention	immed.	immediately	req.	required
eve.	evening	lic.	license	temp.	temporary
exc.	excellent	morn.	morning	trans.	transportation
exp.	experience	nec.	necessary	w/	with

Try reading this want ad. To figure out the abbreviations, ask yourself what makes sense or what word the letters look like.


Receptionist/Secretary 3 yrs. exp. w/some med. background. F/T position. Call between 10:00 A.M.–3:00 P.M. 312-555-1094

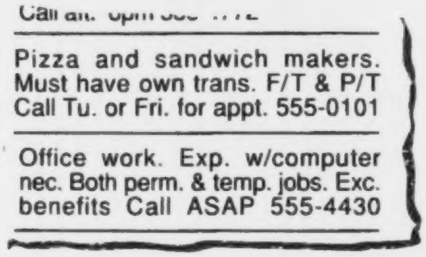
What does *exp.* mean? ____________________

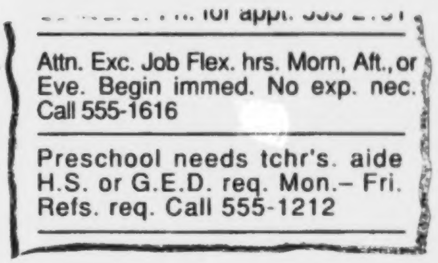
What does *w/some* mean? ____________________

What might *med.* mean? ____________________

You were right if you answered *experience, with some,* and *medical. Medical* makes sense because it starts with the letters *med,* and it is a field in which secretaries may have experience.

Practice On your own or with a partner, read the want ads below. Underline all the abbreviations. Write their meanings on separate paper.


1. Pizza and sandwich makers. Must have own trans. F/T & P/T Call Tu. or Fri. for appt. 555-0101
2. Office work. Exp. w/computer nec. Both perm. & temp. jobs. Exc. benefits Call ASAP 555-4430


3. Attn. Exc. Job Flex. hrs. Morn, Aft., or Eve. Begin immed. No exp. nec. Call 555-1616
4. Preschool needs tchr's. aide H.S. or G.E.D. req. Mon.– Fri. Refs. req. Call 555-1212

5. Which ad has many abbreviations but very little actual information? ________________

Lesson 5

LEARNING GOALS

Strategy: Predict features
Reading: Read a job application
Skill: Locate key facts
Writing: Fill in a personal information sheet
Life Skill: Fill in a job application

Before You Read

In the short description about Kim that follows, you will learn that she is determined to find a job. Kim needs to gather information about herself for a job application. Have you ever filled in an application? Can you **predict** what questions might be asked on Kim's job application?

Which questions do you predict she will find on all applications? Check the ones she will probably find.

______ age
______ height
______ weight
______ national origin
______ years of schooling
______ religion
______ favorite color
______ name and address
______ most recent employer

Preview the Reading

Look at the job application on page 58. What different kinds of information are asked for? What section of the application asks the applicant for the exact dates of previous jobs?

Use the Strategy

You have already predicted some of the information that is asked for on a job application. Keep in mind what else you think will be asked. Use your past experience to help you predict.

Determined to Find a Job

Kim is 35 years old and has had only one job. She worked for a brief time as a waitress in a restaurant. Now her two children are in school all day, and she needs to add to the family income. Kim feels ready for a full-time job.

Kim wants to be a cashier. She has watched cashiers in various stores and thinks she would be a good one. She asked the manager of a grocery store for an application. Determined to find a job, she hurried home to fill it in.

Tips for Filling In a Job Application

- **Write or print in a legible manner.**
- **Use a pen, not a pencil.**
- **Carry personal information with you.** When you complete an application at a place of business, you will need to know the dates of your previous jobs, addresses and phone numbers of previous employers, and your Social Security number. Carry this information with you.
- **Give all the requested information.** Make sure you fill in all the blanks and answer all the questions. Don't skip anything.
- **Check that all numbers are correct.** Be sure you have correctly written your Social Security number and phone numbers. Include area codes.
- **Put information in the correct order.** When listing former jobs, start with the most recent.
- **Sign your name where the form asks for a signature.** Forms usually ask for your signature at or near the bottom. Always read the entire form before you sign it.

This is how Kim filled in her job application.

EMPLOYMENT APPLICATION

Name Kim Wu   Social Security # 485-00-0000   Date 11-1-98

Address 125 Concord Place   Tel. No. Home (101)555-0012 Work none

City Middleton   State PA   Zip 15687

Education:	Name of School	City	No. Years Attended	Graduated Yes	Graduated No	Major Course
High School	Central High School	Middleton	4	✓		business
College						
Other						

Please list any other education, training, certificates, licenses, or special skills that are related to the job for which you are applying.

Position Wanted: cashier   How referred: sign in window

	Yes	No
Are you at least 18 years old?	☑	☐
Do you have use of a car?	☐	☑
Have you served in the military?	☐	☑
Are you a U.S. Citizen?	☑	☐
If not, do you have a valid work permit?	☐	☐
Have you been convicted (found guilty) of a crime except for a misdemeanor (for example: traffic violations, speeding) in the past 5 years?	☐	☑

Part-time ☐   Full-time ☑

Days & Hours Available for Work:

Any Hour ☐   Any Day ☐

	Mon	Tues	Wed	Th	Fr	Sat	Sun
FROM	8 am	8 am	8 am	8 am	8 am		
TO	5 pm	5 pm	5 pm	5 pm	5 pm		

Previous Employment: (List in order. Start with your most recent employer first.)

Dates From	Dates To	Name and Address of Employer	Job Title	Rate of Pay	Reason for Leaving
5/1/95	10/1/96	Name Jones' Family Restaurant Address 12 N. State St. Supervisor Lee Jones	waitress	$5.00/hr.	family needs
		Name Address Supervisor			
		Name Address Supervisor			

References: (Not relatives or previous employers.)

Name Mr. Prado	Phone No. (101)555-7643	Occupation teacher
Name Ms. Frye	Phone No. (101)555-7643	Occupation teacher

I authorize the references listed above to give you any and all information concerning my previous employment and pertinent information they may have, personal or otherwise.

The information given herein is true to the best of my knowledge. I understand that falsification of this application may be just cause for dismissal.

Signature Kim Wu

Date 11/1/98

After You Read

A. Comprehension Check

1. Why does Kim need a job?
   (1) to pay for child care
   (2) because her children are at school
   (3) to add to the family income
   (4) because her husband lost his full-time job

2. When you write your phone number on an application,
   (1) always write, don't print
   (2) always include the area code
   (3) just print a seven-digit number
   (4) begin with the number 800

3. How should you list your former jobs on an application?
   (1) List your favorite job first.
   (2) Start with your most recent employer.
   (3) Start with your very first job.
   (4) List only your most recent job.

4. What should you do before you sign the form?
   (1) Read the entire form.
   (2) Read only the top part of the form.
   (3) Ask the manager what to write on the lines.
   (4) Print, do not write, on the lines.

B. Revisit the Reading Strategy Look back at the predictions you made on page 56 telling what questions might be found on a job application. Did your predictions match what you found on this application?

Why would the items below probably not be asked on applications?

1. your height
2. your favorite color
3. your religion
4. your age
5. your weight
6. your national origin

C. Think Beyond the Reading Think about these questions and discuss them with a partner or small group. Answer the questions in writing if you wish.

1. When filling in job applications, what personal information do you need to carry with you so that you can answer questions on the form accurately?
2. Do you make copies of all the applications you fill in? How can this help?

Think About It: Locate Key Facts

Employers develop job applications that will provide the information they need to make hiring decisions. In this sense, all the items on a job application are key facts.

Before you begin to fill out such a form, you should take a few minutes to read it over to be sure you understand all the questions. Notice the different sections on the form, such as the sections headed *Education* and *Previous Employment*. Look at all of the information you are asked to provide. Studying a form in this way helps you to **locate key facts.**

A. Understanding Key Terms

When filling out a job application, it is important that you read and understand all parts of the form.

Think about the meanings of the key terms from the *Education* section of the application that are underlined below.

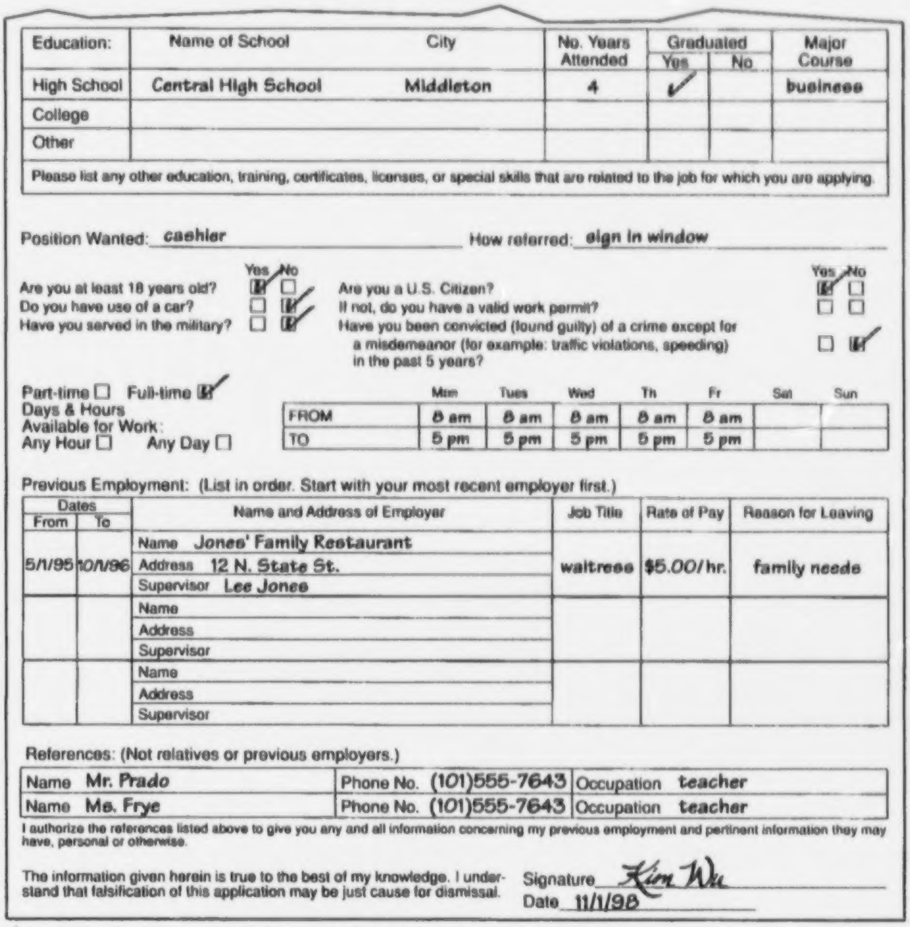
> ▶ Please list any other education, training, certificates, licenses, or special skills that are related to the job for which you are applying.

This section asks you to list information about your own abilities. For example, *education* means how much school you have had. *Training* usually means a job experience in which someone specifically taught you how to do something. *Certificates* are papers that show you have completed a course of training or study. *Licenses* are papers that give you permission to do specific work, such as a cabdriver's license. *Skills* are things that you have learned to do well.

B. Practice Locating Key Facts

The manager of the grocery store had two openings for part-time cashiers. Key facts the manager is going to look for in the application are listed below. Look at Kim's application again. Copy Kim's responses on the lines.

1. Times and days available ______________________________
2. Full-time or part-time ______________________________
3. Previous employment ______________________________
4. Education ______________________________
5. References ______________________________



Education:	Name of School	City	No. Years Attended	Graduated Yes	Graduated No	Major Course
High School	Central High School	Middleton	4	✓		business
College						
Other						

Please list any other education, training, certificates, licenses, or special skills that are related to the job for which you are applying.

Position Wanted: cashier How referred: sign in window

	Yes	No
Are you at least 18 years old?	☑	☐
Do you have use of a car?	☐	☑
Have you served in the military?	☐	☑
Are you a U.S. Citizen?	☑	☐
If not, do you have a valid work permit?	☐	☐
Have you been convicted (found guilty) of a crime except for a misdemeanor (for example: traffic violations, speeding) in the past 5 years?	☐	☑

Part-time ☐ Full-time ☑

Days & Hours Available for Work:

Any Hour ☐ Any Day ☐

	Mon	Tues	Wed	Th	Fr	Sat	Sun
FROM	8 am	8 am	8 am	8 am	8 am		
TO	5 pm	5 pm	5 pm	5 pm	5 pm		

Previous Employment: (List in order. Start with your most recent employer first.)

Dates From	Dates To	Name and Address of Employer	Job Title	Rate of Pay	Reason for Leaving
5/1/95	10/1/96	Name Jones' Family Restaurant Address 12 N. State St. Supervisor Lee Jones	waitress	$5.00/hr.	family needs
		Name Address Supervisor			
		Name Address Supervisor			

References: (Not relatives or previous employers.)

Name Mr. Prado	Phone No. (101)555-7643	Occupation teacher
Name Ms. Frye	Phone No. (101)555-7643	Occupation teacher

I authorize the references listed above to give you any and all information concerning my previous employment and pertinent information they may have, personal or otherwise.

The information given herein is true to the best of my knowledge. I understand that falsification of this application may be just cause for dismissal.

Signature Kim Wu

Date 11/1/98

Talk About It

If you were the store manager, would you hire Kim as a part-time cashier? Why or why not? Discuss your reasons with a small group.

Write About It: Fill in a Personal Information Sheet

A personal information sheet contains information to help you thoroughly and correctly complete job application forms. An example is below. You can practice filling in this form.

Personal Information

Full Name:______________________________ Soc. Sec. No.______________
Street Address:____
City, State, Zip Code:____
Area Code and Telephone Number:_______________________________

Career Objective (What kind of job are you looking for?)

____
____

Education (Include high school, GED, college, vocational, and other training.)

School Name	Address	Years Attended From To	Graduated	Course or Major

Work Experience (List most recent job first.)

Dates From To	Job Title	Company Name and Address	Supervisor's Name

Volunteer Experience (List anything related to your job objective.)

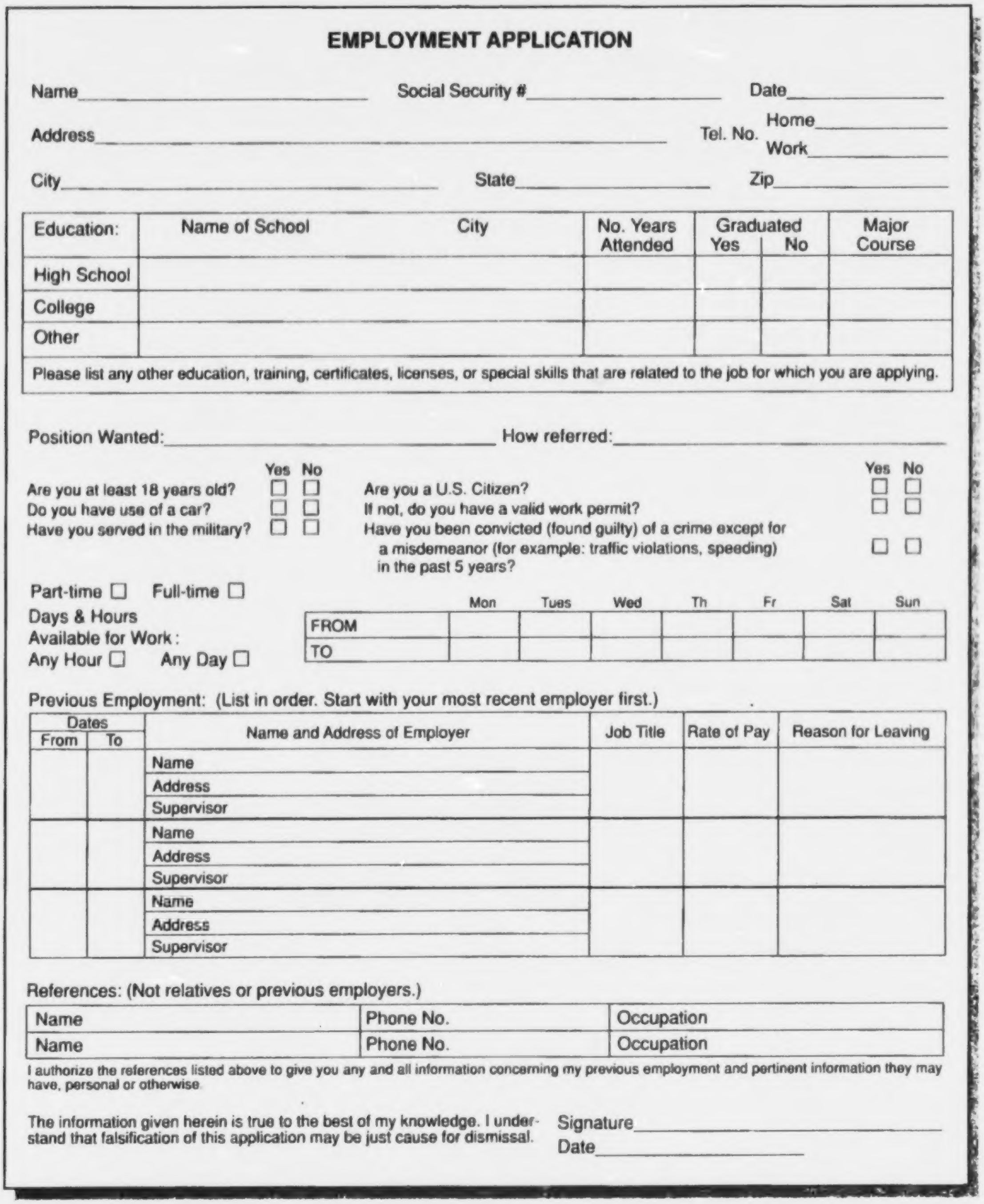
____
____

References (Not relatives or former employers listed above.)

Name	Address	Phone Number	Occupation

Life Skill: Fill In a Job Application

Fill in the job application below. Look back at the "Tips for Filling In a Job Application" on page 57.



EMPLOYMENT APPLICATION

Name________________ Social Security #______________ Date__________

Address____________________________ Tel. No. Home__________ Work__________

City__________________ State__________ Zip__________

Education:	Name of School	City	No. Years Attended	Graduated		Major Course
				Yes	No	
High School						
College						
Other						
Please list any other education, training, certificates, licenses, or special skills that are related to the job for which you are applying.						

Position Wanted:__________________ How referred:__________________

	Yes	No
Are you at least 18 years old?	☐	☐
Do you have use of a car?	☐	☐
Have you served in the military?	☐	☐

	Yes	No
Are you a U.S. Citizen?	☐	☐
If not, do you have a valid work permit?	☐	☐
Have you been convicted (found guilty) of a crime except for a misdemeanor (for example: traffic violations, speeding) in the past 5 years?	☐	☐

Part-time ☐ Full-time ☐

Days & Hours Available for Work:

Any Hour ☐ Any Day ☐

	Mon	Tues	Wed	Th	Fr	Sat	Sun
FROM							
TO							

Previous Employment: (List in order. Start with your most recent employer first.)

Dates		Name and Address of Employer	Job Title	Rate of Pay	Reason for Leaving
From	To				
		Name Address Supervisor			
		Name Address Supervisor			
		Name Address Supervisor			

References: (Not relatives or previous employers.)

Name	Phone No.	Occupation
Name	Phone No.	Occupation

I authorize the references listed above to give you any and all information concerning my previous employment and pertinent information they may have, personal or otherwise.

The information given herein is true to the best of my knowledge. I understand that falsification of this application may be just cause for dismissal.

Signature__________________

Date______________

Lesson 6 ▶

LEARNING GOALS

Strategy: Use your prior knowledge
Reading: Read an article
Skill: Identify the main idea
Writing: Write about an interesting job
Life Skill: Fill out a job network web

Before You Read

Before you read "Tips for Job Hunting," consider your **prior knowledge,** or what you already know, about job hunting. Your ideas are important. If you were asked to contribute content for this article, what would you suggest? Jot down your ideas here.

____

____

____

Preview the Reading

Preview the article by reading the headings of the sections. This will tell you the main ideas in the article. Are any of them similar to the ideas you suggested on the lines above?

▶ **Use the Strategy**
As you read, compare what you know about job hunting to the main ideas in the article. What you already know, together with what you learn from the article, can help you in a job search.

Tips for Job Hunting

Know Your Skills and Abilities

When you go job hunting, you need to think about what you have to offer an employer. Take time to recognize your strengths. What are you good at doing? What do you enjoy doing? Think of the skills that you feel employers want in a worker. All of your past jobs have helped you build your skills and abilities. For example, you may be good at typing, working on a team, using basic math, or doing small-piece assembly work. If you have been at home with children, you have also developed many skills. You'll want to be able to discuss your skills and abilities when you are talking to employers.

Brush Up Your Skills

It is important to consider what you need to do to improve your skills. Most employers want workers who can speak and understand English. They also want workers who can handle the daily reading and writing requirements of the job. Many jobs also involve basic math. You may need to brush up on your communication skills or your math skills. Your instructor or an employment specialist can help you look at how employable you are now, as well as how to develop an education plan to brush up on your skills.

Actively Search

As you begin your job search, you must find out what kinds of jobs are available. Job opportunities change. Some jobs vanish; new jobs appear. When you learn what jobs are available, you can see how your skills match the current job market.

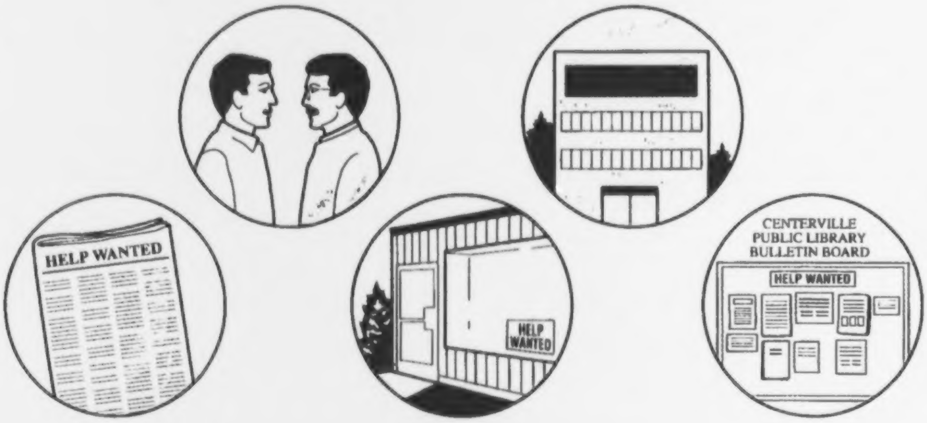
One of the best ways to search for a job is to talk to other people. Don't try to hunt for a job all by yourself. Let your friends and relatives know you are job hunting. Personal contacts are often the best way to find a job. There are other helpful sources, such as state employment centers. At a state employment center you can talk with an employment specialist who can help you think about what kind of job you want. This person can also discuss job openings with you.

There are other ways to search for jobs besides talking with people. You can look at the want ads in newspapers, but these ads are not always the best source. Keep in mind that many jobs are not advertised in the paper. Look for signs in company windows or on neighborhood bulletin boards in libraries or grocery stores.

Most jobs will not come looking for you. It can take a lot of work to find the job you want. Be prepared to give time and energy to this task. Be prepared for some rejections. Almost everyone who has hunted for a job has felt discouraged at times. But finding a job that you really like will be worth the effort.

◀ **Check-in**

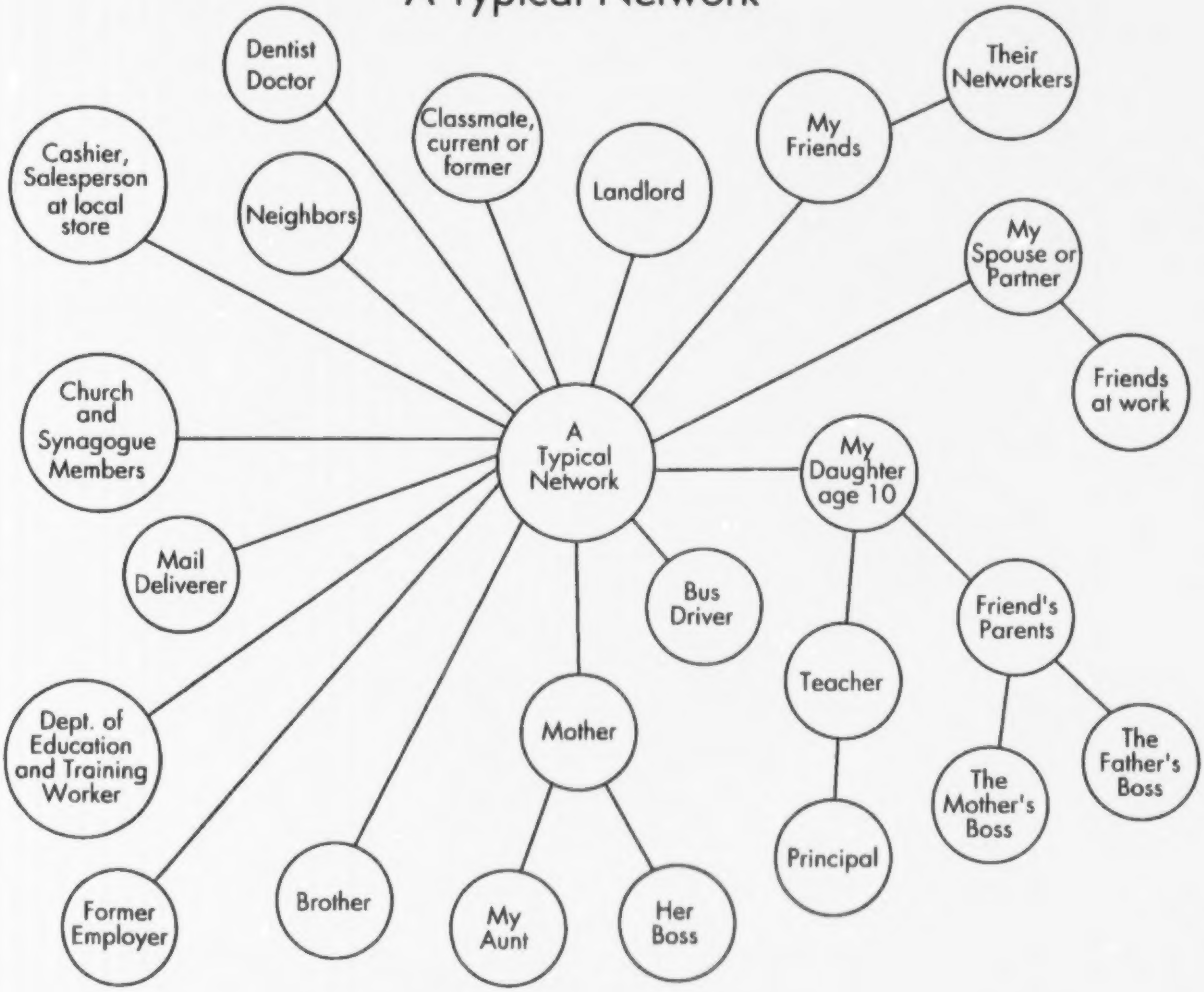
So far, does the article agree with what you already know about searching in different places for a job? What would you add?


HELP WANTED
HELP WANTED
CENTERVILLE PUBLIC LIBRARY BULLETIN BOARD
HELP WANTED

Knock on the Right Doors

By now you know that you should tell people you are looking for a job so they can help you. But how do you know who to tell? How do you know who can help you? Start by learning about your network. There are more people who can help you than you might realize. Think for a moment: Who do you know? Look at the diagram below. It is an example of a typical network. Each of us is at the center of our own network, and all the people we know are in the surrounding circles. You can ask any of these people for job information.

A Typical Network


A Typical Network
Dentist Doctor
Cashier, Salesperson at local store
Neighbors
Classmate, current or former
Landlord
My Friends
Their Networkers
My Spouse or Partner
Friends at work
Church and Synagogue Members
Mail Deliverer
Dept. of Education and Training Worker
Former Employer
Brother
Mother
My Aunt
Her Boss
Bus Driver
My Daughter age 10
Teacher
Principal
Friend's Parents
The Mother's Boss
The Father's Boss

BEST COPY AVAILABLE

Prepare for an Interview

After you have applied for a job, you may be called for an interview. Before the interview, you should do these things:

- **Get some information about the company.** Find out what they do or make. Find out who their customers are.
- **Think about questions you have about the job.** What do you need to know about the job? Do you understand what the job includes?
- **Think about what the interviewer might ask you.** Prepare answers to some questions that you might be asked.

Interview Tips

Getting Ready

- First impressions count.
- Dress appropriately. Be neat and clean. Be on time!
- Take any license or certification needed for the job.

During the Interview

- Keep eye contact with the interviewer.
- Listen carefully and answer questions as directly as possible.
- Be positive and confident but not boastful.
- Avoid negative comments about your previous employer.
- Emphasize that you are a responsible worker.
- Explain your skills that relate to the job.

At the End

- Give the interviewer any letters of recommendation.
- Ask if you can call back for the results of your interview.
- Before you leave, thank the interviewer for talking with you.

Once you have analyzed and improved your skills, searched actively, identified your job network, and prepared for interviews, you will be in a good position to get a job that is right for you.

▶ **Final Check-in**

What interview tips could you add? What people, if any, could you add to your network?

After You Read

A. Comprehension Check Check whether each statement is **True** or **False.**

True **False**

_____ _____ **1.** Answering want ads is the best way to find a job.

_____ _____ **2.** Most employers want workers who can speak and understand English.

_____ _____ **3.** Don't ask questions about the company during an interview.

_____ _____ **4.** Anyone you know can be part of your job search network.

_____ _____ **5.** It doesn't matter if your skills don't match the job you want.

_____ _____ **6.** You shouldn't tell anybody you are job hunting.

_____ _____ **7.** Job hunting can take a lot of hard work.

_____ _____ **8.** State employment centers can help in your job search.

B. Revisit the Reading Strategy Pick any of the ideas below that were not part of the ideas you wrote on page 64. Discuss the ideas with a partner or small group.

- Your skills need to match the needs of the current job market.
- You can receive help to develop an education plan to brush up on your skills.
- Mention your skills when you are talking to employers.
- Let your friends and relatives know you are job hunting.

C. Think Beyond the Reading Think about this question and discuss it with a partner. Answer the question in writing if you wish.

What do you think are the three most important ideas to keep in mind while job hunting? Why?

Think About It: Identify the Main Idea

In any piece of writing, the **main idea** is the most important point a writer wants to make. A piece of writing can have several levels of main ideas.

- The whole piece of writing has one overall main idea.
- If the piece of writing has sections with subheads, each section has its own main idea.
- Within each section, each paragraph has its own main idea.

A. Look at Identifying the Main Idea

The outline below has the headings filled in for the first two sections of the article "Tips for Job Hunting." The main idea for the first section is also filled in. Reread the first section to see how the outline relates to the article.

Tips for Job Hunting

1. Know Your Skills and Abilities

   Section main idea: Know what you are good at and what you enjoy doing.

2. Brush Up Your Skills

   Section main idea: ______________________

Now reread the second section, "Brush Up Your Skills," to see what its main idea might be. Write the main idea on the lines in the outline.

The main idea might be stated as "Identify necessary skills that need improvement and develop a plan to improve them."

B. Practice

The outline of the article is continued below. Reread each section of the article and then write a main idea statement. Notice that the third section, "Actively Search," is started for you. This section has four paragraphs. Each paragraph has a main idea. The main idea of the section and of the first paragraph are filled in to get you started.

3. Actively Search

Section main idea: There are many ways to search for a job.

Paragraph 1 main idea: Find out what jobs are available.

Paragraph 2 main idea: ______________________________

____

Paragraph 3 main idea: ______________________________

____

Paragraph 4 main idea: ______________________________

____

4. Knock on the Right Doors

Section main idea: ______________________________

____

5. Prepare for an Interview

Section main idea: ______________________________

____

Talk About It

Imagine that you have an appointment for an interview with a company. Role-play the interview with a partner. Look at the list of Interview Tips on page 68 for help. Make up some information about the company first. One of you will play the role of interviewer. Then switch roles. Afterward, discuss what you would do differently next time.

Write About It: Write About an Interesting Job

Job hunting usually requires some research. You need to research the types of jobs that are available. You also need to research what skills and duties are required of a job you are interested in.

In this activity, you will research a job you're interested in. What kind of work is it? What hours and duties does it entail? What skills are needed? After you have researched the job, write about the information you found.

First, choose a job to research. Think of a job that sounds like a good match for you. Write the job title here:

A. Prewriting In Lesson 2, you worked with a KWL chart. Because this writing requires some research, we will add *H*, "How I will find the information I want," to the chart. Copy the headings below on separate paper.

K	W	H	L
(What I already know about this job.)	(What I want to know about this job.)	(How I will find the information I want.)	(What I learned about this job.)

Before you begin your research, fill in the first three columns of the KWHL chart you made. Fill in *L*, "What I learned about this job," before you begin to write.

B. Writing Using your KWHL chart, write at least one paragraph describing your job choice. Include all of the information you feel is important. Be sure to include a main idea sentence in each paragraph.

▶ **Save your draft.** At the end of this unit, you will choose one of your drafts to work with further.

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Life Skill: Fill In a Job Network Web

You can use a web to create your own job network. You know many people, probably more people than you think. They will have ideas about different jobs and companies. Many of these people can help you in your job search.

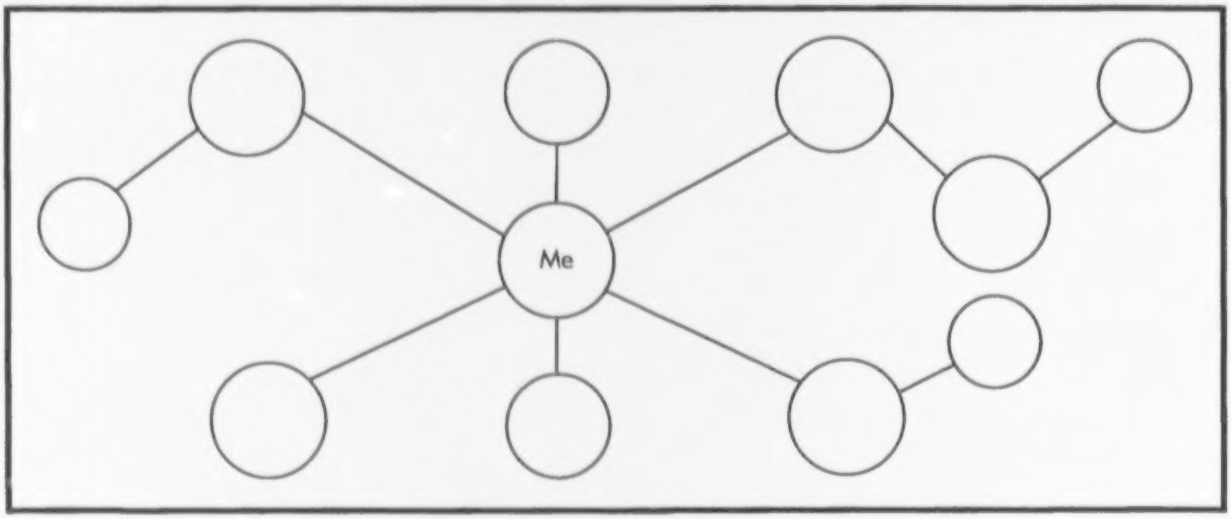
For example, look back at the web on page 67.

Notice that the person who drew that web can ask not only friends and relatives but also other people's friends and relatives for information about jobs.

Practice Make a web for yourself. Study the filled-in web for ideas. Before you make your own web, make lists to help you think of all the people you know. Your list might start with these categories:

- friends
- friends of friends
- family
- neighbors
- business acquaintances
- classmates
- people who work at school
- people who work at stores you visit
- people you see daily
- people you do business with

Now draw your own web on separate paper. Include everyone you can think of. Copy the model below to get started.



▶ Writing Skills Mini-Lesson: Fixing Run-on Sentences

A **run-on sentence** is two or more independent clauses run together with no connecting word or punctuation. When you write complete, separate sentences, your ideas are easy to understand. If you run your sentences together without using connecting words, your ideas will not be clear. Run-on sentences are hard to read. Look at this example:

I want a new job I need to make more money.

Here are three ways to fix run-on sentences like the one above.

1. **Divide the run-on into separate sentences.** Each sentence will have its own subject and verb, start with a capital letter, and end with a period.

   I want a new job. **I need** to make more money.

2. **Use a comma and a connecting word like *and*, *but*, *or*, or *so* to join two independent clauses.**

   I need to make more money, **so** I want a new job.

3. **Use a connecting word like *when*, *after*, *because*, or *although* to create a dependent clause and join it to an independent clause.** Remember to add a comma if the dependent clause comes first.

   - I want a new job **because** I need to make more money.
   - **Because** I need to make more money, I want a new job.

Practice On your own paper, fix these run-on sentences. Rewrite each one two ways.

1. The store needed a clerk I filled in an application.
2. The manager interviewed me I was a little nervous.
3. I liked the manager she seemed like a fair boss.
4. The interview ended the manager introduced me to the staff.
5. I got home the telephone rang.
6. The manager offered me the job I wanted to think about it first.
7. It was a good opportunity I decided to accept it.

Unit 2 Review

Reading Review

Kim Takes a Big Step

When Kim returned home with the application for the grocery store, she knew she needed help filling in the form. There were some terms she didn't understand. Kim was nervous about asking for help, but she was determined to fill the form in correctly. She wanted the job. She knew she would be a good cashier.

A friend recommended that Kim get help from the Department of Education and Training (D.E.T.). The next morning, Kim was at the door of the local D.E.T. office when it opened. Inez, a job specialist, could tell Kim was very nervous. She put Kim at ease. "Hundreds of people come in for just this kind of help," Inez told her.

Kim took the application out of her bag. Inez read through the entire form with her. Kim was both surprised and pleased that she could complete it with a little help. "Thank you," Kim said shyly. "It's important to me to fill this in well."

Kim hurried out of the D.E.T. office and took the bus to the grocery store. By 10:30 A.M. she had handed her application to the manager. The manager studied it carefully. Kim waited with her heart pounding. After a short time, he asked, "Could you come in tomorrow for an interview?"

"Oh, yes!" Kim replied happily. "I certainly can."

Choose the best answer to each question.

1. Kim was confident about
   (1) her ability to fill in an application
   (2) her ability to be a cashier
   (3) having a job interview
   (4) how to list her skills

2. Kim was afraid that if she didn't correctly fill in the job application,
   (1) she would have to take it back
   (2) she would not get the job
   (3) no one could help her
   (4) her friends would laugh at her

3. What was Kim determined to do?
   (1) find a job in a week
   (2) fill in the form without help
   (3) be a pharmacist
   (4) fill in the form correctly

4. What is this story mainly about?
   (1) what a job specialist does
   (2) how Kim found a job
   (3) how Kim applied for a job
   (4) what an interview is like

Writing Process

In Unit 2, you wrote three first drafts. Choose the piece that you would like to work with further. You will revise, edit, and make a final copy of this draft.

_____ your description of your dream job (page 54)
_____ your personal information sheet (page 62)
_____ your description of an interesting job (page 72)

Find the first draft you chose. Then turn to page 160 in this book. Follow steps 3, 4, and 5 in the Writing Process to create a final draft.

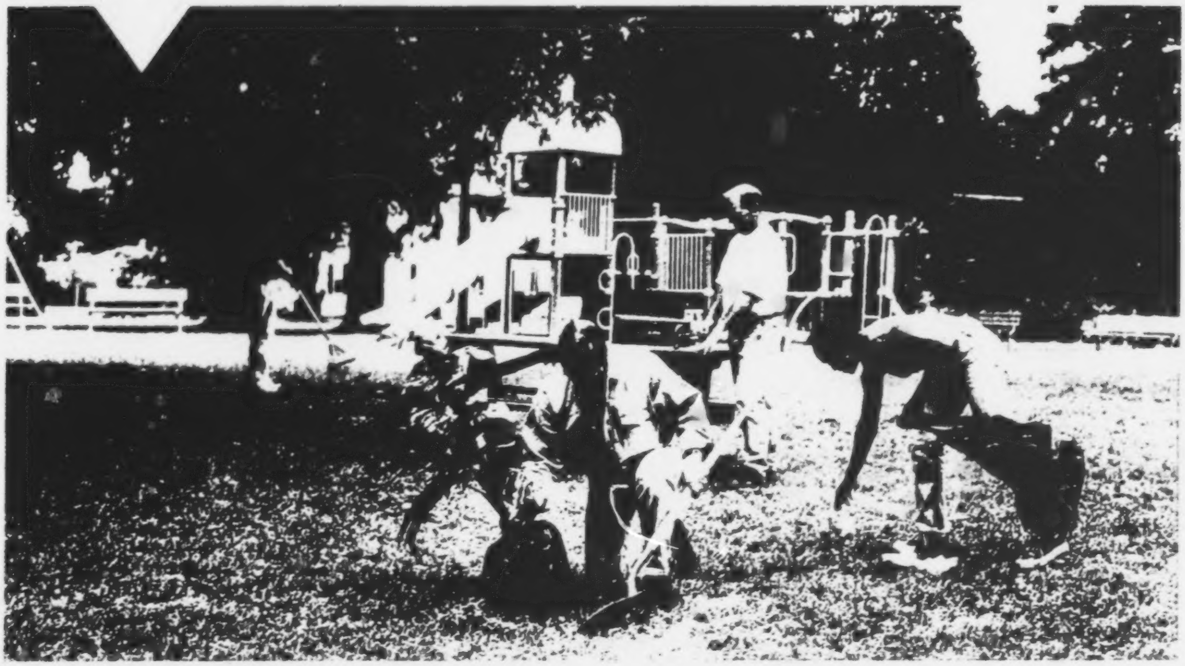
As you revise, check your draft for this specific point:

Description of a dream job: Does the paragraph have a topic sentence that tells the main idea?

Personal information sheet: Is it filled in completely and correctly?

Description of an interesting job: Did you include all the information you felt was important?

Unit 3 A Sense of Community



What is a community? A community is a group of people who live in the same area and share the same neighborhood. But a community is more than just people who live near each other. A community is also a group of people who have some of the same goals and share some of the same problems. People in communities often work together to provide services for everyone to share. When neighborhoods have problems, people often learn to cooperate and work on solutions together. It is this "sense of community" that can make a neighborhood a real community.

Be an Active Reader

As you read the selections in this unit

- Put a question mark (?) by things you do not understand.
- Underline words you do not know. Try to use context clues to figure them out.

After you read each selection in this unit

- Reread sections you marked with a question mark (?). If they still do not make sense, discuss them with a partner or your instructor.
- Look at words you underlined. Discuss any words you still don't understand with a partner or your instructor, or look them up in a dictionary.

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Lesson 7 ▶

LEARNING GOALS

Strategy: Use your prior experience
Reading: Read an article
Skill: Recognize problems and solutions
Writing: Write about a problem and a solution
Life Skill: Use a phone book

Before You Read

Victoria Kearse wrote the article "Make Sure What You're Looking at Is Really What You See" while she was a student at The Learning Place in Syracuse, New York. In the article, Kearse gives suggestions on how her community can help teens stay out of trouble. Before you read her article, think back to your own **prior experiences,** experiences you have had in the past. What problems do you remember from your own teenage years?

What are your opinions on how to help teens in your community?
List some of them below.

____

____

____

____

____

Preview the Reading

Preview the article by thinking about what the title might mean. Then read the first paragraph, and think about the title again. Based on that paragraph, what do you think the title refers to?

Use the Strategy
As you read this article, think of your own experiences with teenagers. Compare them with the author's experience in her community. What are her concerns? Are they similar to yours?

Make Sure What You're Looking at Is Really What You See

Victoria Kearse

Living in the community, you see a lot of things going on. We tend to say there are dope pushers, just because we see a group of young men standing on the corner or hanging out in front of a store. How do you know all of them are selling drugs or are hoodlums? Do you know? Do you know for sure?

The reason why I said that is so you don't judge anyone just from looking at them or assuming you know. Now, yes, a lot of our kids sell drugs and do them, and steal and sell the item. That's so they can make money. We need to open the eyes of our community. Listen and see what needs to be done. Every adult in the community is a leader, whether you know it or not.

Yes, you are a leader. Some child somewhere is watching you and doing what you do and saying what you say. So we first must take a move to insure our children a safe and happy future. Talking loud and saying nothing is so easy to do. But speaking soft but firm to the ones who can make a change in our community is what needs to be done, to give our children a chance at life. We as being black know how hard it is for a black man to survive and to care for his family. That's why it is good to teach kids how to be a proper child at a young age and pray that it sticks with them.

When you were a teenager, how were you taught about proper behavior? According to the author, who should teach children today?

◀ **Check-in**

But we need something for them to do. The centers in our community are geared more toward the younger age groups. Some of our older children do go to some of the centers, but most of them don't. We need something like a sports-o-rama or a pool hall just for teens. Then we can have more to offer our teens and make new jobs, too. It's also a way to put money back into the community. I know it wouldn't stop all the crime in the community, but it would help.

Let's pull together as one and do what needs to be done about this problem. Because our children are our today and tomorrow, and we cannot afford to lose them.

Future Home
of the
Westside
Teen Center

▶ **Final Check-in**

Think of your own teenage experience. Is it important to have activities and centers strictly for teens? Why or why not?

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Do Teenagers Need Help?

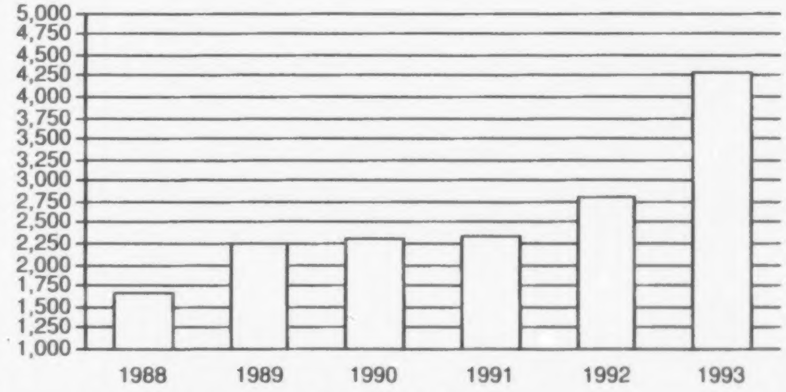
Victoria Kearse's article focuses on the needs of teenagers in her community. She maintains that teenagers need adult leadership and good role models to keep them from committing crimes. She also believes that teens need community recreation centers to provide them with places to gather and have fun. Do you agree with her?

Below is a bar graph that shows the number of juvenile[1] inmates in U.S. prisons for the years 1988 through 1993.

To read the graph, look at a date at the bottom, such as 1988. Find the number along the left side of the graph that most closely aligns with the bar for 1988. This bar is more than halfway between 1,500 and 1,750. You can estimate that there were close to 1,700 juveniles in U.S. prisons in 1988.

Answer the questions below about the graph.

Juvenile Inmates in Federal and State Correctional Institutions (1988 – 1993)



Source: Statistical Abstract of the United States 1995

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[1] **juvenile:** a young person.

- About how many juveniles were in prisons in 1989? ______
- About how many juveniles were in prisons in 1992? ______
- What year shows the greatest increase in juvenile inmates? ______

You probably answered that there were about 2,250 juveniles in prison in 1989 and about 2,800 in 1992. The greatest increase in juvenile inmates happened in 1993.

After You Read

A. **Comprehension Check** Check **True** if the statement reflects the author's opinion or the information in the graph. Check **False** if it does not.

True **False**

______ ______ **1.** Don't judge people just by looking at them.
______ ______ **2.** Few adults can be leaders.
______ ______ **3.** Teens need their own centers.
______ ______ **4.** Teen centers benefit only teens.
______ ______ **5.** Children do what they see adults do.
______ ______ **6.** There are no community centers for young children.
______ ______ **7.** There were more teenagers in prison in 1988 than in 1990.
______ ______ **8.** The number of teenagers in prison increased each year between 1988 and 1993.

B. **Revisit the Reading Strategy** Think of your own experiences with teenagers. Check **Yes** or **No** to show whether your experiences are like those of the author. Then discuss your responses with a partner or small group.

Yes **No**

______ ______ **1.** Teenagers are mainly regarded with suspicion.
______ ______ **2.** Adults are authority figures for most teenagers.
______ ______ **3.** Teenage crime is a major issue.
______ ______ **4.** Your community has centers for young children.
______ ______ **5.** Your community provides a teen center.

C. **Think Beyond the Reading** Think about these questions and discuss them with a partner. Answer the questions in writing if you wish.

1. Do the teenagers you know feel they are a part of a community, or do they feel isolated from both adults and younger children? If so, how can they become more involved?
2. Can teenagers help build a better environment for themselves? For example, how could they help raise money to build a teen center?

Think About It: Recognize Problems and Solutions

You learned about recognizing **problems** and **solutions** in Lesson 1. To solve a problem, you need to take certain steps.

Problem-Solving Process

Step 1. Identify the problem.
Step 2. Identify its cause or causes.
Step 3. Think of several possible solutions.
Step 4. Evaluate the possible solutions and choose the best one.
Step 5. Develop a plan to carry out the solution, and implement it.

A. Look at Problems and Solutions

In the excerpt below, the author follows Step 1, identifying a community-wide problem:

> ▶ Now, yes, a lot of our kids sell drugs and do them, and steal and sell the item.

Next the author follows Step 2 and identifies one of the causes:

> ▶ That's so they can make money.

Then the author goes on to Step 3, suggesting possible solutions:

> ▶ We need to open the eyes of our community. Listen and see what needs to be done.

Step 1: What is the problem? ______________________________

Step 2: What cause is identified? ______________________________

Step 3: What solution is suggested? ______________________________

The author says the problem is that teenagers sell drugs and steal. They do it to get money. She suggests that the community pay attention to teenagers' needs.

B. Practice Read the excerpt below. Then fill in the problem and solution worksheet that follows.

> ▶ But we need something for them to do. The centers in our community are geared more toward the younger age groups. Some of our older children do go to some of the centers, but most of them don't. We need something like a sports-o-rama or a pool hall just for teens. . . . I know it wouldn't stop all the crime in the community, but it would help. Let's pull together as one and do what needs to be done about this problem.

Problem/Solution Worksheet

Step 1. What is the problem?

____

Step 2. What causes are identified?

____

____

Step 3. What possible solutions does the author give?

____

____

____

____

▶ **Talk About It**

With a partner or small group, discuss the problems and solutions highlighted in Victoria Kearse's article. Does your community experience similar problems? What has the community done about its problems? What could it do? Are Kearse's suggested solutions good ones? Why or why not?

Write About It: Write About a Problem and a Solution

In any community there are many problems that need to be solved. Explore one of your community's problems and suggest solutions. Choose one of these topics, or one of your own.

- teenagers using drugs
- not enough activities for teenagers
- lack of people to work with teenagers
- not enough jobs
- high housing costs
- no inexpensive entertainment

A. **Prewriting** Fill out this worksheet with your thoughts on your topic.

Problem/Solution Worksheet

1. What is the problem?
2. What causes the problem?
3. What are some possible solutions?
4. What is the best solution? Why is it the best?

B. **Writing** Write three paragraphs about the problem and the possible solutions. Use the ideas you included in the worksheet above. In the first paragraph, describe the problem and its causes. In the second paragraph, describe possible solutions. In the third paragraph, explain the best solution and why it is the best.

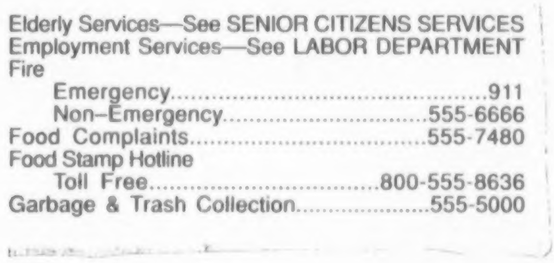
▶ **Save your draft.** At the end of this unit, you will choose one of your drafts to work with further.

Life Skill: Use a Phone Book

Most communities have resources to help people solve problems. You can use your phone book to find out what resources are available in your community.

You can find out about services by calling community and government agencies, which are listed in the blue pages of many phone books. Or look for a list of community services in the phone book's table of contents.

Try finding some specific information in this phone book sample:



Elderly Services—See SENIOR CITIZENS SERVICES	
Employment Services—See LABOR DEPARTMENT	
Fire	
Emergency	911
Non–Emergency	555-6666
Food Complaints	555-7480
Food Stamp Hotline	
Toll Free	800-555-8636
Garbage & Trash Collection	555-5000

1. What phone number would you dial to find out what day garbage is picked up on your block? ______________________________

2. What words would you look up to find out about services for older people?

   ____

3. What number would you dial to report a fire? ______________________________

Now look in your phone book to find phone numbers for the following community and government services. Write a phone number for each. Your phone book may have different names for some listings.

County Clerk ____________________

Employment Assistance ____________________

Health Clinic ____________________

Legal Assistance ____________________

Parks and Recreation ____________________

Poison Control Center ____________________

Public Libraries ____________________

Voter Registration ____________________

Practice Practice using the phone book to find community resources that can help you with a problem. For example, maybe you want to find a day-care center for your child. Or you may need to locate a government program to help an elderly relative maintain her home.

Think of a community resource you want to find to help you solve a problem. Complete each step below.

1. Define what your problem is or what you need.

   ____

2. Decide what type of resource might help you.

   ____

3. Think of some questions you need to ask.

   ____

   ____

   ____

4. Pick two possible resources from the phone book. List them here with their phone numbers.

Resource name	**Phone number**

5. Call each service to get answers to the questions you wrote. Fill in the answers you receive on the lines below.

   Name ____________________________________

   Answers to your questions ________________________

   ____

   Name ____________________________________

   Answers to your questions ________________________

   ____

Lesson 8 ▶

LEARNING GOALS

Strategy: Predict features
Reading: Read an introduction, a map, and a key
Skill: Follow directions
Writing: Write directions
Life Skill: Draw a map

Before You Read

In this lesson you will read about Juan, a father who decides to take his children to a large park in their community to play. Then you will follow their trip through the park on a map.

What kinds of things do you think they will find in the park? **Predict features** of the park. In other words, figure out in advance what things might be in the park. Think about a park you have been in. List some things park visitors might see.

Preview the Reading

Look at the picture. Read the title and the first two sentences of the reading. These give hints that Juan is going to take his boys to a park. Now preview the map and the first few items in the key to get an idea of what they can find in this park.

Use the Strategy
Find some features you might want to see in the park by looking at the map and reading the key.

Let's Go Out!

It's a warm, sunny day. Juan's two young boys beg their dad to take them to a park. Their small apartment has no yard. Carlos and Ramon want to play outside. Juan decides to take them to Boston Common,[1] a famous park in Boston.

This week, Juan watched a TV program about Boston Common. He learned that it is America's oldest park. People have come to the Common for over 360 years. Juan also learned that the park has many places for kids to explore.

Boston Common looks like a perfect place to take two lively boys. It has many open spaces without "Keep Off" signs.

Juan will need to use the map on page 90 to find the attractions in the park. Notice that there are numbers at various places on the map. The key next to the map tells which attraction each number stands for. Read the key and find each attraction on the map.

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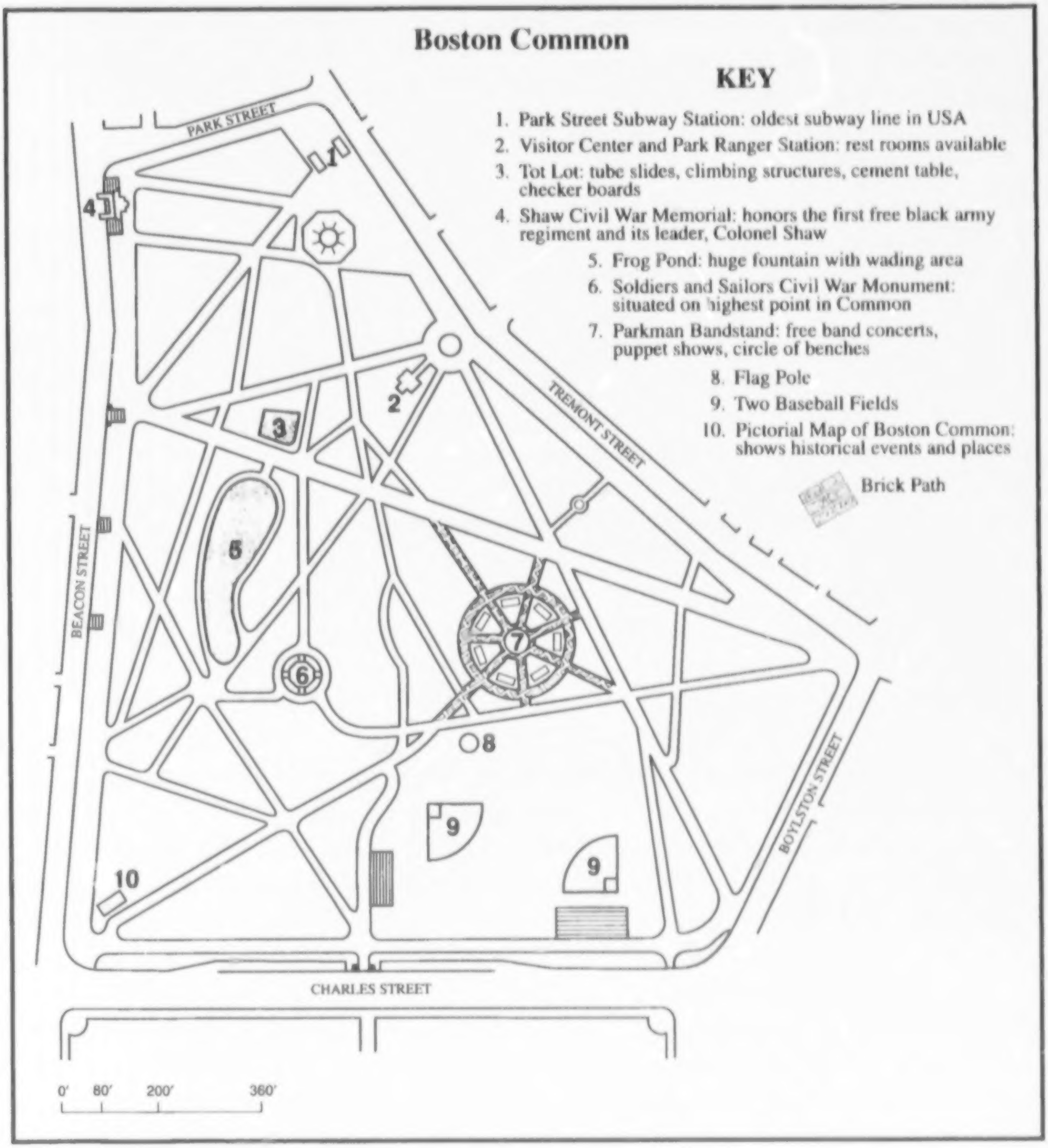
[1] **common:** a public area open to the community.



Boston Common

KEY

1. Park Street Subway Station: oldest subway line in USA
2. Visitor Center and Park Ranger Station: rest rooms available
3. Tot Lot: tube slides, climbing structures, cement table, checker boards
4. Shaw Civil War Memorial: honors the first free black army regiment and its leader, Colonel Shaw
5. Frog Pond: huge fountain with wading area
6. Soldiers and Sailors Civil War Monument: situated on highest point in Common
7. Parkman Bandstand: free band concerts, puppet shows, circle of benches
8. Flag Pole
9. Two Baseball Fields
10. Pictorial Map of Boston Common: shows historical events and places

▨ Brick Path

PARK STREET
TREMONT STREET
BEACON STREET
BOYLSTON STREET
CHARLES STREET
1
2
3
4
5
6
7
8
9
9
10
0'
80'
200'
360'

Check-in

Have you found all 10 places on the map? If not, review them with a partner or an instructor.

After You Read

A. Comprehension Check

1. Check whether each statement is **True** or **False.**

True	**False**	
_____	_____	**a.** Carlos and Ramon wanted to go to the park because it is a famous place.
_____	_____	**b.** The Tot Lot is at the edge of the park, by the street.
_____	_____	**c.** Juan's boys could go wading at the Frog Pond.
_____	_____	**d.** You could identify places on this map without using the key.
_____	_____	**e.** Juan heard about Boston Common on TV.
_____	_____	**f.** The park has only one baseball field.
_____	_____	**g.** Boston Common is the oldest park in the U.S.
_____	_____	**h.** There are two Civil War monuments in the park.

2. Where would you find rest rooms? Write the number from the key. _____

3. Where would people go to play softball? _____

4. Where would you find another map of the Common? _____

B. Revisit the Reading Strategy Look back at the predictions you made on page 88 telling what features might be found on Boston Common. Did your predictions match what you found on the map? Do you think Boston Common is different from other parks you have been to? In what ways?

C. Think Beyond the Reading Think about these questions and discuss them with a partner. Answer the questions in writing if you wish.

1. How do parks improve life for the people in a community? Can parks also have negative effects on the community? What are they?
2. What features would you build into a park you were planning for your community? Why would you include each feature? Who would most likely benefit from each one?

Think About It: Follow Directions

Directions are usually given as a series of steps. To follow directions, you do what each step tells you to do. For example, you are following directions when someone tells you how to drive to their house, and you turn onto each street they tell you to take. Pay attention to clue words: *next, before, after,* and *soon* tell when to do something; words like *left, right, straight ahead,* and *follow the diagonal* tell where you should go. Notice the clue words underlined in the directions below:

- To find Room 152, first enter the building by the left side door.
- Go straight ahead down the narrow hallway.
- After the water cooler, turn right.
- Room 152 is at the end of the hallway on the left.

A. Look at Following Directions

When you have to follow directions to go someplace, you can often look at a map to see the exact route. On the map of Boston Common, you must use the map key to identify the names of places labeled by numbers on the map. For example, in the park, Juan first went to number 2 on the map. Look at the key. Where did he go?

____

He went to the Visitor Center and Park Ranger Station.

Practice following a set of directions using the Boston Common map. Follow the directions below. See where you end up.

1. Start at the Charles Street entrance in the middle of the block. The baseball fields will be on the right.
2. Take the diagonal path that bears left into the park.
3. The path will cross another path. Keep walking straight ahead until you come to the next intersection. Take a sharp right.
4. Walk a short way until you come to the highest point in the Common. Where are you?

____

You should be at the Soldiers and Sailors Civil War Monument.

B. Practice The following sets of directions are mystery walks. Follow the steps on the map of the Boston Common to find out where you end up in the park.

1. The first mystery walk goes to a favorite spot for children.
   - Start at number 4, the Shaw Civil War Memorial. Walk along the path that borders Beacon Street.
   - When you come to the place where three paths go into the park, take the path on your right.
   - Proceed straight through the first intersection to the next intersection.
   - Turn left. Your destination will be on your left.

   Where did you end up? ______________________________

2. The second mystery walk goes to a good place for a concert.
   - Enter the park at the corner of Tremont and Boylston Streets.
   - Follow the wide path toward the center of the park.
   - After the second intersection, turn left onto a brick path.
   - Follow the brick path for a short distance, through the circle of benches.

   Where did you end up? ______________________________

Talk About It

Many of us have been stopped by someone who wants directions. Giving clear directions is an important skill. You should include all the significant points, and leave out confusing details. Give a partner directions to a place that he or she has not been to. Then, reverse roles. See if you can repeat each other's directions. If so, they are probably clear.

Write About It: Write Directions

If someone is going to visit your home for the first time, you may want to give them written directions. In this activity you will write directions to your home.

A. **Prewriting** Decide where your visitor will be coming from, so you know where your directions should begin. It may help to look at a street map of your community.

B. **Writing** Now write the directions to your home. Follow these tips.

Tips for Writing Directions

- Begin at the spot where your guest will start, or begin at a well-known starting point, such as a major highway or a familiar landmark in your community.
- Be clear whether the directions are for travel by bus, car, or foot.
- Include distances, such as 2 miles, 3 blocks, and so on.
- Include any turns your guest will have to make. Give street names or route numbers for all turns.
- Mention any prominent landmarks your guest will pass.

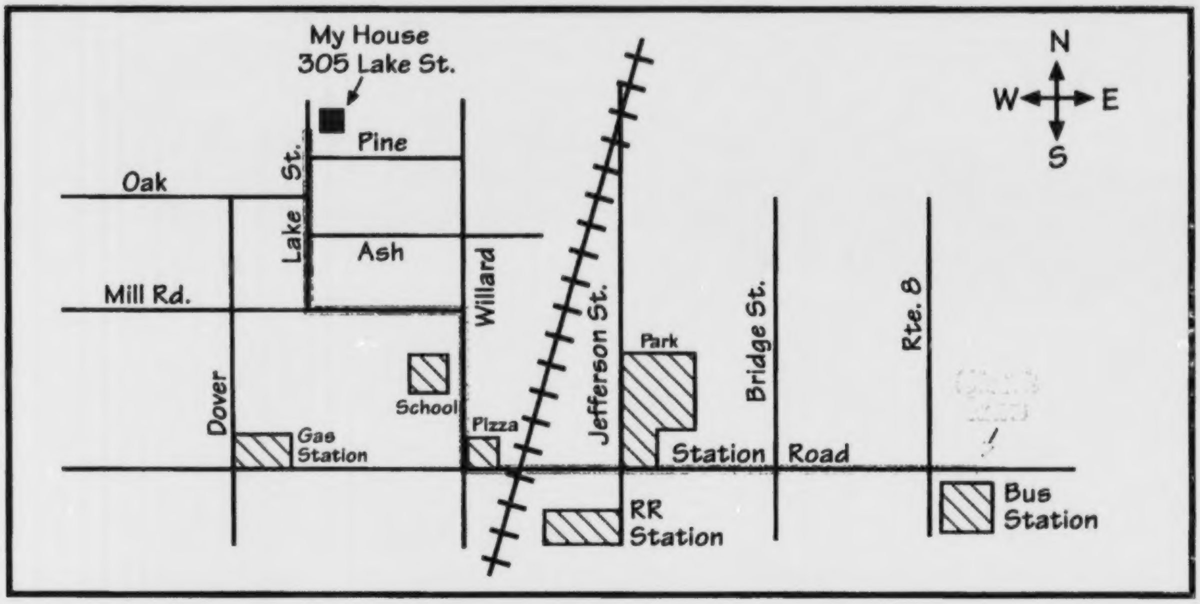
Write each direction as a separate step. Number each step in your directions. Write a rough draft here. Include as few or as many steps as needed.

▶ **Save your draft.** At the end of this unit, you will choose one of your drafts to work with further.

Life Skill: Draw a Map

It is often said that a picture is worth a thousand words. To make the written instructions to your home even clearer, you can draw a pictorial map to go along with them.

The sample map on this page gives directions by car or by foot to a person's home. The shaded line leads from the bus station to the home. Follow the shaded line to see what landmarks are included to help the map user. What street do you follow from the bus station? Do you turn before or after crossing railroad tracks?


My House
305 Lake St.
N
W
E
S
Pine
Oak
Lake St.
Ash
Mill Rd.
Willard
Jefferson St.
Bridge St.
Rte. 8
Park
Dover
School
Pizza
Gas Station
Station Road
RR Station
Bus Station

If you said "Station Road" and "after," you are following the sample map correctly.

Practice Now draw a map to your own home on a separate piece of paper. Your map needs to show in picture form all the information that you wrote in the activity on page 94. Be sure to label all important landmarks and street names. Do not include unnecessary or confusing information. Clearly label the starting point and end point of your directions.

After you have completed your map, trade maps with a partner. See if you understand how to follow each other's maps.

Lesson 9

LEARNING GOALS

Strategy: Predict content
Reading: Read a brochure
Skill: Locate key facts
Writing: Write an announcement
Life Skill: Use the library as a community resource

Before You Read

You probably know where to find at least one public library in your community. Do you know how many different materials and services are provided by libraries? The brochure "Your Library: A Major Community Resource" tells about the services of one community library. There are many public libraries like it.

You can probably **predict** some of the **content** of a brochure that describes the materials and services found in a library. Check the services and materials you think you would find listed in a brochure about a typical library.

_____ videotapes to borrow
_____ daily newspapers
_____ live music programs
_____ job hunting resources
_____ reference materials
_____ programs for children
_____ grocery store coupons
_____ English classes
_____ audiocassettes to borrow
_____ movies to borrow
_____ local art exhibits
_____ apartment rental information

Preview the Reading

Preview the brochure by looking at the headings in the text. Did you know that libraries provide many of these services? Do any headings describe services that you wouldn't have predicted?

Use the Strategy

Read each heading and predict one thing that the text will include. As you read, note how many of your predictions are actually mentioned in the text.

Your Library:
A Major Community Resource

Welcome to your public library. Books and magazines are just part of the many services at the library. This library has services and activities for everyone. Most of our services are free.

Library Materials to Check Out

We have books for people of all ages, magazines, pamphlets, and large-print books. You can also borrow tapes of movies and music, audiotapes of books, and passes to local museums.

Materials for Use in the Library

New issues of magazines, reference books, computers, Internet connections and daily papers are available for use in the library. Past issues of *The New York Times* can be viewed on microfilm.

840 Maple Street, Centerville • Phone: 555-2121

Library Hours

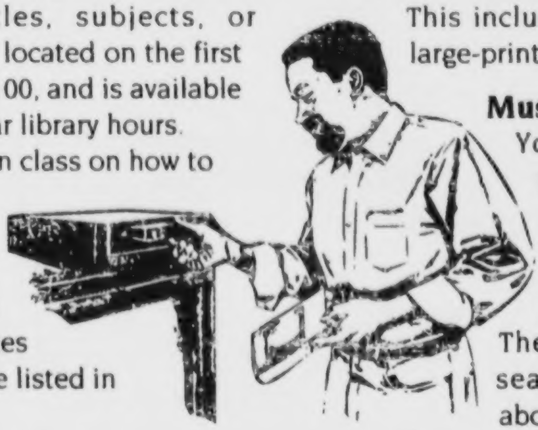
Monday-Thursday 9-8 Friday and Saturday 9-5

Sunday (September-May) 1-5

Library Services

Computer Catalog

The library has a Library Network Computer Catalog to search for specific titles, subjects, or authors. It is located on the first floor, Room 100, and is available during regular library hours. A one-session class on how to use the Computer Catalog is offered once a month. Dates and times are listed in Room 100.



Inter-Library Loan

Do you need a book or magazine that is not in this library or that is out on loan? We can request it for you from another library. This library is joined with 20 other libraries through a library network.

Home Delivery Service

Are you unable to come to the library because of illness or a disability? You are eligible for monthly delivery of circulating books and magazines. This includes audio books and large-print books.

Museum Passes

You may borrow a free pass for museum admissions. Inquire at the reference desk.

Job Hunting

The library can help you search for a job. Inquire about job resources at the reference desk.

English for ESL Students

For library users whose first language is not English, the library has materials that teach English as a Second Language (ESL). There are books, videos and audiocassettes that can be used in the library or checked out. Individual study rooms are available for use.

How many of your predictions have been mentioned so far?

◀ **Check-in**

Library Activities

Friday Night at the Movies

Award-winning movies every Friday at 8:00 P.M. Refreshments courtesy of the Library Association.

Wednesday Morning Slide Shows

Area residents share exciting adventures from their travels around the world.

A few samples from the past: Tracking Wild Animals in Africa, Hiking the Alaskan Wilderness, and Revisiting Vietnam. Check with the library for dates and times.

Jazz on Tape

Tenth year for this well-attended program. September-June, Wednesday evenings at 7:30 P.M. You name it—they play it. Call for exact program.

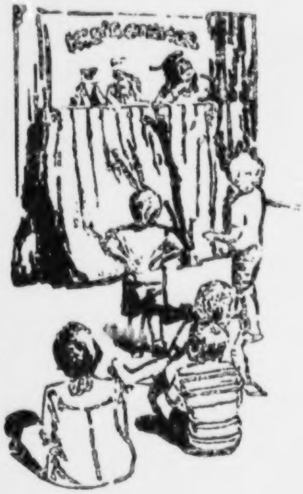
Art Exhibits

Exhibits feature works by community members from many cultures. Watch for announcements of opening receptions.

Children's Programs

Special Events for Children

Events include magic shows, music programs, storytellers, and talks by favorite authors. Additional programs during school vacations. Monthly program guides available.



Toddler Program

Stories and activities feature puppets, music, and movement. September-June, Tuesdays 10:00-11:00 A.M.

School-age Program

Crafts projects use the themes of books children love. September-May, third Thursday of the month 4:00-5:30 P.M.

Final Check-in

Did the headings help you correctly predict the information contained in the brochure? Did you also read information you didn't predict?

Announcements from the Centerville Library

Join Us for a Community Folk Sing

Featuring: Local folk singer, Andy Wilkins
When: July 10 at 7:00 P.M.
Where: Centerville Library Courtyard

Andy Wilkins will play his guitar and mandolin. You can learn new songs and request old favorites.

Refreshments provided during intermission.

Sponsored by Friends of the Library
Rain date: July 12 at 7:00 P.M.

New! Check It Out!

Two free family passes to the Science Museum

now available through the Centerville Library

- Borrowers must have a current library card.
- Each pass will admit up to four people.
- Children under 16 must be accompanied by an adult.

- Passes must be reserved in advance.
- Reserve in person or by phone.
- State what day you want to visit the museum.
- A pass can be used only on that day.
- Return pass the following day.

Call the library for more information: 555-2121
Inquire about other museum passes that are available.

After You Read

A. Comprehension Check

1. Which two materials can be checked out of the library?
   (1) large-print books and reference books
   (2) computers and older magazines
   (3) children's books and audiotapes
   (4) CDs and current magazines

2. The Library Network Computer Catalog
   (1) lists only authors of books
   (2) lists subjects, authors, and titles
   (3) is used only by librarians
   (4) is not free

3. How can you learn to use the Library Network Computer Catalog?
   (1) go to night school
   (2) read a book on it
   (3) attend a one-session class
   (4) use a computer at home

4. The children's programs
   (1) feature a variety of events
   (2) close down during school vacations
   (3) are only for school-age children
   (4) are mainly story hours

B. Revisit the Reading Strategy Look at the materials and services you checked on page 96. Do your predictions match what you found in the brochure? Did your predictions help you focus on the facts in the brochure?

C. Think Beyond the Reading Think about these questions and discuss them with a partner. Answer the questions in writing if you wish.

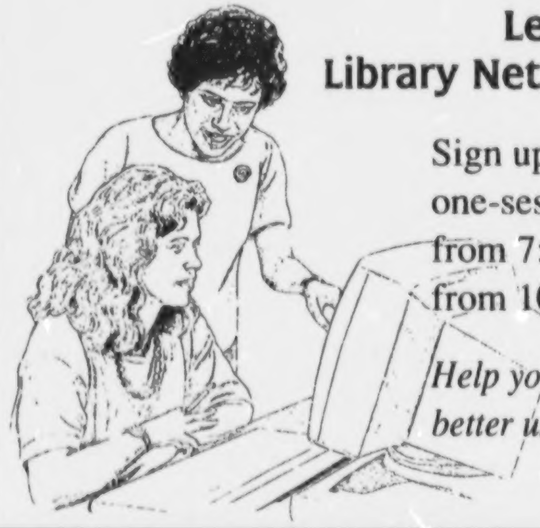
People receive news and information from many sources: television, radio, newspapers, magazines, books, and computers. What sources do you use most to get news and information? Have these sources changed in the last 10 years? What sources do you think you will be using most 10 years from now?

Think About It: Locate Key Facts

When you read informative material, be sure to look for the **key facts.** These are facts that give you essential information about the topic. Often, the key facts are answers to *who, what, where, when, why,* and *how* questions.

A. Look at Locating Key Facts

Informational materials such as library brochures or pamphlets contain many key facts. Read the following information about a class on using the library's computer catalog. Find the key facts that tell *what dates the class is offered* and *where to sign up for the class.* Underline these facts.



Learn to use the Library Network Computer Catalog

Sign up at the main desk for a one-session class on October 27 from 7:30 to 9:00 P.M. or November 29 from 10:00 to 11:30 A.M.

Help yourself and your family make better use of the library's resources.

Did you underline "October 27," "November 29," and "main desk"? If so, you found the facts you were looking for.

B. Practice Read the announcements and locate the key facts. Write them on the lines.

Join Us for a Community Folk Sing

Featuring: Local folk singer, Andy Wilkins
When: July 10 at 7:00 P.M.
Where: Centerville Library Courtyard

Andy Wilkins will play his guitar and mandolin. You can learn new songs and request old favorites.

Refreshments provided during intermission.

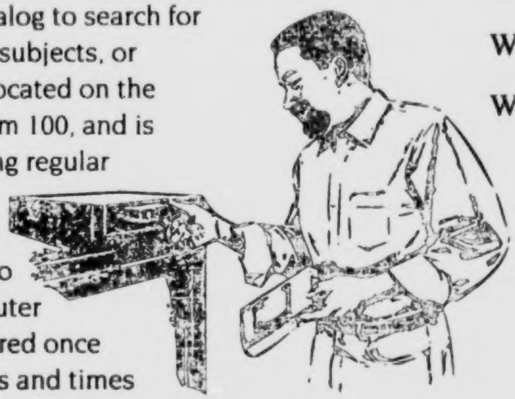
Sponsored by Friends of the Library
Rain date: July 12 at 7:00 P.M.

1. What? ______________________ Who? ______________________

When? ______________________ Where? ______________________

Computer Catalog

The library has a Library Network Computer Catalog to search for specific titles, subjects, or authors. It is located on the first floor, Room 100, and is available during regular library hours. A one-session class on how to use the Computer Catalog is offered once a month. Dates and times are listed in Room 100.



2. What? ______________________

Why? ______________________

Where? ______________________

When? ______________________

Talk About It

Think of a question the library can answer for you. First role-play with a partner. Be sure to tell the key facts of your question, such as why you are calling and what you want to know. Then actually make the phone call and share the information with the group.

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Write About It: Write an Announcement

Many libraries have a community bulletin board on which you can post announcements. In this activity, you will write an announcement to post on a community bulletin board. For example, you might advertise a school bake sale or something you want to sell or buy. You may have lost something near the library, or you may have a room for rent.

A. Prewriting Think about what you will write in your announcement. List the key facts below.

1. What? ______________________________
2. Who? ______________________________
3. When? ______________________________
4. Where? ______________________________
5. Why? ______________________________
6. Other details (such as cost) ______________________________

____

B. Writing After you have listed your key facts, write a first draft of your announcement on separate paper. Be sure your announcement includes all the key facts you listed.

Get ideas about how to format your announcement by looking at the announcements on page 100, or look at announcements on bulletin boards.

Here are some tips:

- Key words should be in bold or larger letters.
- Present some information in list form, so it is easy to read.
- Make sure the words are large enough to be easily read.
- Put phone numbers and addresses at the top or bottom, so they are easy to find.

▶ **Save your draft.** At the end of this unit, you will choose one of your drafts to work with further.

Life Skill: Use the Library as a Community Resource

Your public library is a valuable community resource. You can find a variety of services at the library. Your own library card is your key to many of these free services.

The Library Card

It is very simple to apply for a library card. When you apply, bring something with you that shows your name and address, such as your driver's license or your voter registration card. In most communities, children age 5 and over can also get library cards with a parent's approval.

Practice Fill out this sample library card application.

No. ______________________

Do not write above this line.

I apply for the right to use the library and agree to comply with all its rules and regulations, as well as to give immediate notice of any change of address.

Date: ______________________

First and Last Name: ______________________________________

Street Address: ____

City, State: ______________________________ ZIP: ____________

Telephone: (home)_________________ (work)_________________

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Writing Skills Mini-Lesson: Correcting Usage Problems

When you write, watch out for these common usage problems.

1. **Do not use a double negative.** Use only one negative word or word part *(no, not, n't, none)* in a sentence to express a negative idea.
   Wrong: The teenagers didn't have **nothing** to do.
   Right: The teenagers didn't have **anything** to do.
   Right: The teenagers had **nothing** to do.

2. **Do not use double comparisons.** To show comparisons, add the suffixes *-er* or *-est* to most one-syllable words. Use the words *more* and *most* with longer words. Do not use both forms together.
   Wrong: They were **more bigger**/the **most biggest.**
   Right: They were **bigger**/the **biggest.**

3. **Use the word *good* to describe a person, place, or thing. Use the word *well* to describe an action.** *Good* tells what someone or something is like. *Well* tells how something is done.
   Wrong: They play **good.** They are **well** players.
   Right: They play **well.** They are **good** players.

Practice Underline the errors in the paragraph below. On your own paper, copy the paragraph, making all necessary corrections.

The teenagers in my neighborhood didn't have nothing to do, and they didn't have nowhere to go. They made noise and littered, but the most biggest problem was the fear they caused in the community. Some of the more older people were afraid to go out. Finally, we held a community meeting and decided to start a sports program. Now the program is running good, and we don't have no more problems.

Unit 3 Review

Reading Review

Where Is Ramon?

Juan's boys, Carlos and Ramon, had a great time in the Boston Common. First they ran up and down some of the walkways. Then 6-year-old Carlos started to roll down the big hill. Ramon followed right after him. When they grew tired of rolling, Juan took them to the Tot Lot. At first the boys hung back and watched other kids go down the tube slides. Finally, they joined in.

While the boys played, Juan looked through a newspaper. An insert about an upcoming Puerto Rican festival caught his eye. Juan glanced at the pictures. They reminded him of his childhood.

Suddenly, Juan felt a tug on his sleeve. Carlos was peering up at him with a worried look on his face. "Dad, Ramon's gone. I don't know where he is." Carlos started to cry. He was worried about his younger brother.

Juan jumped up. He ran to other parents, asking, "Have you seen my son? He's four. He's wearing blue jeans and a plaid shirt." Everyone said no. But then one woman said she had seen a boy dressed that way chasing after a teenage girl with a puppy. The teenager was heading up the hill. The woman thought the boy and girl were together.

Juan knew how badly Ramon wanted a dog. He thought the boy was probably his son. Juan could not believe how fast Ramon had disappeared. He felt it had been just a few seconds since he last saw him sliding down a tube slide.

Juan and Carlos raced up the hill. They got to the top and looked around in all directions. Ramon was not in sight. Just then, Juan heard a dog yapping on the other side of a monument.

Juan rushed to the back of the monument. There was Ramon—all smiles—with a furry collie puppy in his lap.

Choose the best answer to each question.

1. What was Juan's main problem in the story?
   (1) His son doesn't have a dog.
   (2) His younger son is missing.
   (3) He misses his childhood.
   (4) He can't find the bandstand.

2. What did Juan do first to solve his problem?
   (1) He looked for a park ranger.
   (2) He jumped up and asked people if they had seen Ramon.
   (3) He rushed out of the Tot Lot.
   (4) He asked Carlos to go look for Ramon in the Tot Lot.

3. What was the clue that led to the solution to Juan's problem?
   (1) Juan's quick action
   (2) the teenage girl's actions
   (3) information from other children
   (4) the sound of a yapping puppy

Writing Process

In Unit 3, you wrote three first drafts. Choose the piece that you would like to work with further. You will revise, edit, and make a final copy of this draft.

_____ your problem and solution paragraphs (page 85)
_____ the directions to your home (page 94)
_____ your announcement for a bulletin board (page 104)

Find the first draft you chose. Then turn to page 160 in this book. Follow steps 3, 4, and 5 in the Writing Process to create a final draft.

As you revise, check your draft for this specific point:
Paragraphs: Did you state the problem and solution specifically?
Directions: Did you include all turns?
Announcement: Did you include all essential facts about the topic?

Unit 4 Crime and the Law

Crime and the law: One tears society apart and the other tries to hold it together. Crime and the law affect all our lives, even if we have never had a personal experience with either. Laws are made to protect the rights of individuals and society in general. When crime threatens our security, we want the laws enforced. In this unit, you will read about some famous legal cases that went all the way to the Supreme Court before they became the law of the land. You will also read some views on neighborhood violence. Finally, you will read an amusing account of how a robbery was foiled.

▶ **Be an Active Reader**

As you read the selections in this unit

- Put a question mark (?) by things you do not understand.
- Underline words you do not know. Try to use context clues to figure them out.

After you read each selection in this unit

- Reread sections you marked with a question mark (?). If they still do not make sense, discuss them with a partner or your instructor.
- Look at words you underlined. Discuss any words you still don't understand with a partner or your instructor, or look them up in a dictionary.

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Lesson 10 ▶

LEARNING GOALS

Strategy: Use your prior knowledge
Reading: Read an article
Skill: Apply information
Writing: Write your opinion
Life Skill: Read a line graph

Before You Read

In this lesson, you will read brief accounts of three famous Supreme Court cases. These cases continue to have an influence on the lives of many people.

Use your **prior knowledge,** information you already know, to see if you can explain some of the ideas that became famous during these court cases.

1. In the 1950s, some states had *segregated* public schools. Based on what you already know, explain what a segregated school was. ______________________________
____
____

2. What do you think it means to be *assured legal help* if you are accused of a crime? ______________________________
____
____

Preview the Reading

To preview the article, read the first two paragraphs in each of the three sections. Predict what might make each situation turn into a case for the Supreme Court.

Use the Strategy

In this article, the author describes the experiences that three ordinary Americans had with the U.S. Supreme Court. Try to recall what you already know about any of these cases as you read the article.

Three "Little" People Who Changed U.S. History

from *Scholastic Update*

> **"WE CONCLUDE THAT IN THE FIELD OF PUBLIC EDUCATION THE DOCTRINE[1] OF 'SEPARATE BUT EQUAL' HAS NO PLACE. SEPARATE EDUCATIONAL FACILITIES ARE INHERENTLY[2] UNEQUAL."**
>
> *Oliver L. Brown, et al. v. Board of Education of Topeka, Kansas,* United States Supreme Court, May 17, 1954.

Brown v. Board of Education, 1954

Linda Brown lived four blocks from Sumner Elementary School in Topeka, Kansas. But she couldn't go there. Sumner accepted only white students. Linda was black.

Linda's father, Oliver, was tired of having to watch his daughter walk six blocks every day, wait for a bus, and head off to a black school three miles away. So when she was 7, he tried to enroll her in Sumner.

Kansas was one of 18 states in 1951 where segregation was legal. Linda was quickly rejected. But with the help of a lawyer named Thurgood Marshall, Oliver Brown sued the Board of Education of Topeka. He sued for an end to segregated schools.

---

[1] **doctrine:** a principle of law.

[2] **inherently:** naturally, essentially.

Three years later, the Supreme Court voted 9–0 in favor of Brown. It was a major victory for the civil rights movement. The Court agreed that forced segregation "generates a feeling of inferiority" among minorities. It rejected the concept of "separate but equal" facilities—a rule that had stood since 1892.

But segregation did not die easily. Many states refused to adhere to[3] the Court's ruling. It took years of protest by concerned citizens before states such as Alabama, Mississippi, and Louisiana allowed blacks and whites to sit together in the same classrooms.

Thurgood Marshall later became a justice of the Supreme Court. And Linda Brown, now Linda Brown Smith, is a grandmother.

She still lives in Topeka, where she teaches piano. But her important place in American history has not brought her happiness. In 1986, Smith told *People* magazine, "I am real bitter." Despite the end to legal segregation, Topeka's elementary schools are still "segregated." Blacks and whites live in separate neighborhoods and go to separate schools. "My children weren't . . . exposed to all races in school, and that is a big part of growing up and preparing for adulthood." She does not want the same fate for her grandchildren. She has called on the local school board to further integrate Topeka's schools.

Ironically,[4] after fighting to get into the school closest to her neighborhood, Smith now favors busing children to different schools to promote racial diversity.

What did you remember about this famous case? Before you read this article, did you know that schools had once been segregated? Why did people work so hard to change segregated schools?

◀ **Check-in**

Gideon v. Wainwright, 1963

Clarence Gideon had been in and out of prison for much of his 51 years, usually on charges of petty thievery. So it was no surprise when, in 1961, police picked him up for breaking and entering a pool hall in Panama City, Florida.

---

[3] **adhere to:** be true to, follow.

[4] **ironically:** opposite of what you might expect.

UPI/CORBIS-BETTMANN

The U.S. Supreme Court in 1965. Left to right, standing: Associate justices Byron R. White; William J. Brennan Jr.; Potter Stewart; and Abe Fortas. Seated: Tom C. Clark; Hugo L. Black; Chief Justice Earl Warren; William O. Douglas; and John M. Harlan.

But Gideon said he was innocent. He was too poor to afford a lawyer. He demanded the court appoint him one.

Under Florida law, only accused murderers were given court-appointed lawyers. Gideon was forced to represent himself. He was convicted. He was sentenced to five years in jail.

From his cell in the Florida State penitentiary, Gideon, prisoner #003826, began studying the law. His reading convinced him that he had been denied his right to legal representation.

In 1962, Gideon sent a package to the Supreme Court. The letter inside was handwritten in pencil. Using the legal terms he had learned, Gideon asked the Court to overturn his conviction. By denying him a lawyer, he said, the Florida court had denied him his right to "due process of law."

The Court agreed to hear Gideon's case. It was filed against Louis L. Wainwright, the director of Florida prisons.

The panel voted 9–0 in favor of Gideon. "It is intolerable[5] in a nation which proclaims equal justice under the law . . . that anyone should be handicapped in defending himself simply because he happens to be poor," the Court said. From then on, all people accused of crimes were entitled to legal representation.

---

[5] **intolerable:** unbearable, outrageous.

Gideon received a new trial. A lawyer from the American Civil Liberties Union offered to represent him. But ironically, after fighting so hard for the right to legal representation, Gideon fired the lawyer on his first day back in court. He said he would rather represent himself.

But this time, the judge refused to allow Gideon to represent himself. The court appointed Gideon a lawyer of his choosing. The new lawyer won Gideon an acquittal.[6] That night, the newly free man went to the pool hall for a visit.

Before he died in 1972, a reporter asked him, "Do you feel like you accomplished something?"

Gideon replied, "Well, I did."

Have you ever known of someone who had a lawyer appointed by the court? Why do you think Gideon fired his court-appointed lawyer? What problems do you think could arise when the court appoints lawyers?

◀ **Check-in**

Miranda v. Arizona, 1966

Ernesto Miranda was working in a Phoenix warehouse when the Arizona police arrested him. He was charged with kidnapping and rape. After hours of questioning, Miranda confessed to the crimes. In 1963, he was sentenced to 20–30 years in prison.

But his lawyer appealed the judgment. He claimed the police threatened Miranda and forced his confession. Miranda, he said, was denied consultation with a lawyer and did not know his rights.

The case went to the Supreme Court. In 1966, the justices supported Miranda's claim by a 5–4 vote. The suspect's confession had been obtained illegally, said Chief Justice Earl Warren. Warren put new limits on the power of police to question suspects. A new trial was ordered.

---

[6] **acquittal:** a verdict of "not guilty."

Under the Court's ruling, nothing arrested persons say can be used against them unless police inform them of certain rights: the right to remain silent, the right to a court-appointed attorney, and the right to have an attorney present during questioning. Once they are told of those rights, arrested persons must also be told that, from that point on, anything they say can be used against them.

Thus were born the famous "Miranda rights." Ever since, police across the country have been issued "Miranda cards" containing the phrases they must read to suspects upon arrest. "You have the right to remain silent" and "Anything you say can be used against you" have been heard on countless TV shows as the villain is being handcuffed.

Civil rights advocates praised the decision. They said it helps remind police that criminal suspects, however lowly they may seem, are still human beings with civil rights. But many police were frustrated by the ruling. It limited the evidence they could use in court.

Throughout the 1980s, the Reagan administration sought to overturn the Miranda decision. And, in fact, the courts have chipped away at Miranda. They have made it easier for police to obtain convictions.

As for Miranda himself, he received a new trial. He was reconvicted of kidnapping and rape. The state paroled him in 1972. He drifted through the Southwest, occasionally autographing "Miranda cards" for money. He died in 1976—stabbed over a card game in a Phoenix bar.

▶ **Final Check-in**
Have you ever heard about someone being treated unfairly by the police? In what ways do you think Miranda rights should protect people who are arrested?

After You Read

A. Comprehension Check

1. Why couldn't Linda Brown go to the nearby public school?

____

____

2. What did Linda's father do when Linda was rejected from Sumner?

____

____

3. What was the Supreme Court's decision in *Gideon v. Wainwright?*

____

____

4. What are the three "Miranda rights"? ________________________

____

____

5. What does the term *to overturn* mean in the sentence, "Throughout the 1980s, the Reagan administration sought *to overturn* the Miranda decision"?

(1) to overrun
(2) to reverse
(3) to strengthen
(4) to undermine

B. Revisit the Reading Strategy Discuss your prior knowledge of the first case, *Brown v. Board of Education,* 1954. Do you or anyone in your family remember what schools were like before the end of forced segregation? What were segregated schools like for each race?

C. Think Beyond the Reading Think about these questions and discuss them with a partner. Answer the questions in writing if you wish.

1. What does "separate but equal" mean to you?
2. Do you think everyone is entitled to "due process of law"?
3. What is your opinion of "Miranda rights"?

Think About It: Apply Information

You have just read three accounts of Supreme Court cases. Now you may want to **apply the information** you learned to your own life. Think about how these rulings affect our lives today.

A. Look at Applying Information

Read the following excerpt from the article and answer the question.

> ▶ . . . the Supreme Court voted 9–0 in favor of Brown. It was a major victory for the civil rights movement. The Court agreed that forced segregation "generates a feeling of inferiority" among minorities. It rejected the concept of "separate but equal" facilities—a rule that had stood since 1892.

How does the 1954 *Brown v. Board of Education* ruling affect us today?

____

Because of this ruling, public schools are no longer segregated. The ruling has affected the lives of all public school students.

B. Practice Read this excerpt and answer the question.

> ▶ The panel voted 9–0 in favor of Gideon. "It is intolerable in a nation which proclaims equal justice under the law . . . that anyone should be handicapped in defending himself simply because he happens to be poor," the Court said. From then on, all people accused of crimes were entitled to legal representation.

How does the 1963 *Gideon v. Wainwright* ruling affect us today? ____________________

____

▶ **Talk About It**

Discuss which of the three decisions
- directly affects the most people in the U.S. and why
- directly affects the fewest people in the U.S. and why
- most directly affects your life and why
- has the least effect on your life and why

Write About It: Write Your Opinion

The court cases covered in the article you read affect the lives of many people. Choose the case that interests you most and write a paragraph explaining your opinions. Use one of the following questions as your paragraph topic, or choose a topic of your own.

Brown v. Board of Education: What is your opinion of racially integrated schools?
Gideon v. Wainwright: Can a poor defendant get a fair trial?
Miranda v. Arizona: What do you think it is like to be questioned by the police?

A. Prewriting Before you start writing, organize your ideas in the idea frame below. First, write your topic on the top line. Then write your opinion about the topic as a topic sentence. Fill in a reason for your opinion. Next, fill in phrases to remind you about personal experiences and other background knowledge that support or explain your opinion. Then think of other reasons and supporting information and write them in the frame.

Idea Frame

Topic ______________________________

Topic sentence ______________________________

Reason ______________________________

Supporting information ______________________________

Reason ______________________________

Supporting information ______________________________

B. Writing Write a paragraph that clearly explains your opinions on the topic. Use your idea frame. Decide which reasons and supporting information you want to use. Decide in which order to use them. Then write a draft of your paragraph.

▶ **Save your draft.** At the end of this unit, you will choose one of your drafts to work with further.

Life Skill: Read a Bar Graph

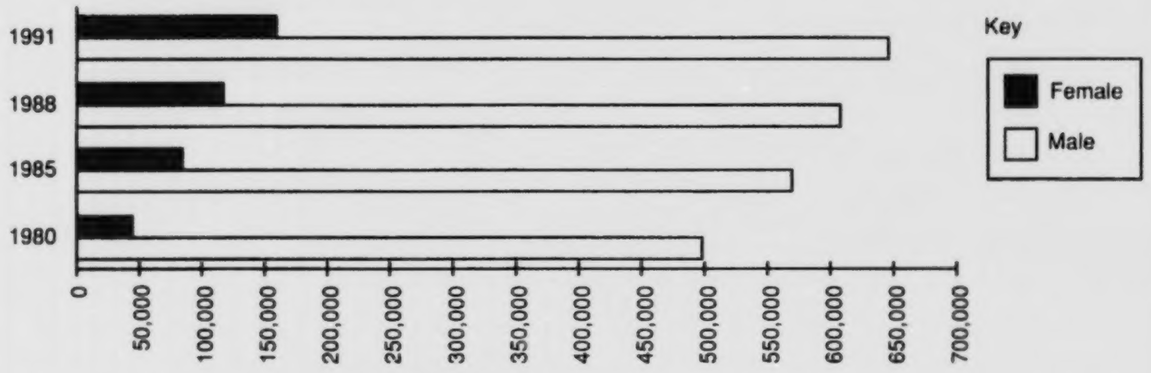
The saying "A picture is worth a thousand words" is also true of graphs. Graphs are used in place of words to display certain kinds of information. **Bar graphs** are especially helpful when you want to show comparisons.

The bar graph below shows the numbers of lawyers in the U.S. for selected years between 1980 and 1991. Notice that there are two bars for each year on this graph. The key tells us that the blue bar represents male lawyers and the gray bar represents female lawyers. Years are shown along the left side of the graph. Numbers of lawyers are shown at the bottom of the graph.

To read the graph, first choose a year, such as 1980. See where the blue bar for 1980 stops. Estimate the number of male lawyers in 1980, using the numbers on the bottom of the graph. Now estimate the number of female lawyers for the same year, using the gray bar.

There were about 500,000 male and almost 50,000 female lawyers in 1980.

Male and Female Lawyers in the U.S. (1980 – 1991)



Source: Statistical Abstract of the United States 1994

Practice Answer these questions about the graph.

1. About how many female lawyers were there in 1991? ______________________
2. How did the number of male and female lawyers change over the years shown? ______________________
3. How does the number of female lawyers compare with the number of male lawyers in any year? ______________________

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Lesson 11

LEARNING GOALS

Strategy: Set a purpose
Reading: Read a political cartoon and letters to the editor
Skill: Identify the main idea
Writing: Write a letter to the editor
Life Skill: Analyze a political cartoon

Before You Read

In this lesson, you will read a political cartoon and letters to the editor of a newspaper. Although a political cartoon uses humor to make its point, it is not necessarily funny in the way other cartoons are. A political cartoon expresses the cartoonist's opinion about a political issue. The cartoon in this lesson shows a scene of violence that is a part of daily life for many people in the United States. The cartoon makes its point about violence in a dramatic way.

On page 122, you will find sample letters that might have been written to the editor of newspapers that published the cartoon. These letters are typical responses to the ideas expressed in political cartoons.

To set a purpose for reading, decide what you want to learn from the cartoon and the letters. For example, your purpose may be to compare your opinions with those expressed in the cartoon. Or it may be to find out how the writers feel about the cartoon. Do any of their views reflect yours?

To **set your purpose** for reading, choose a question you'd like answered from the ones below, or write your own.

_____ Do I agree with the opinion expressed in the cartoon?
_____ Do most of the letters agree with the cartoon's message?
_____ Do any of the writers mention the effect of violence on young children?

____

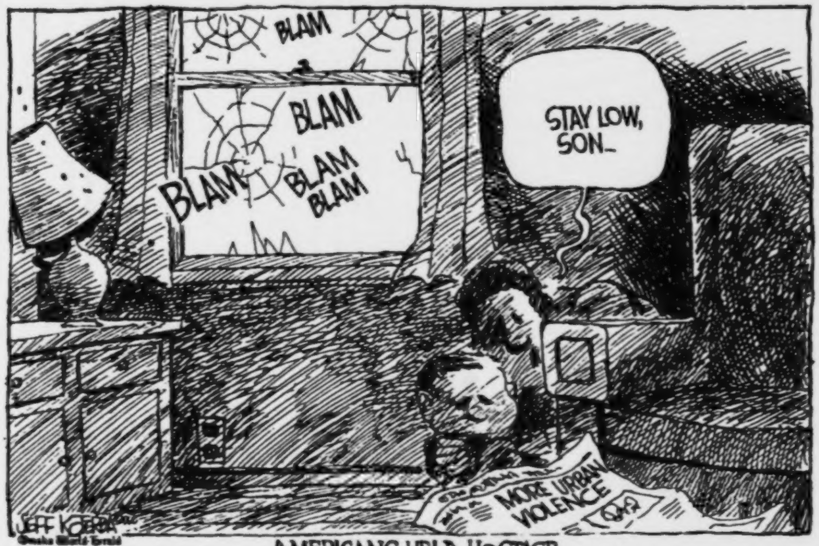
Preview the Reading

Look at the cartoon. What is happening? Now read the first sentence of each letter to the editor. Which letters do you predict will agree with the cartoon? Which do you predict will not like the cartoon?

Use the Strategy

In the political cartoon and the letters that follow, opinions are forcefully expressed. Keep in mind the purpose you set as you read.

Americans Held Hostage


BLAM
BLAM
BLAM
BLAM
BLAM
BLAM
STAY LOW, SON...
MORE URBAN VIOLENCE
JEFF KOTERBA
Omaha World-Herald

AMERICANS HELD HOSTAGE

The people in the cartoon are hiding on the floor in their own house. Discuss these questions to understand the meaning of the cartoon.

1. Where are these people being held hostage?
2. What do the words on the window mean? Why is the window cracked and broken?
3. Why are the people hiding?
4. Notice the newspaper on the floor in the picture. What does the headline say? How does the headline explain what is happening in the cartoon?
5. Read the caption under the cartoon. Where are the Americans being held hostage? What or who is causing them to feel like hostages?
6. Have you ever been "held hostage" in your home by outside violence?

LETTERS TO THE EDITOR

Note from the Editor: The cartoon "Americans Held Hostage" in the October 24 issue brought a larger-than-usual response from our readers. We don't have space to print all the replies, but here are some samples.

Your cartoon "Americans Held Hostage" does not look like my neighborhood at all. I'm sick and tired of all the emphasis on what's wrong with this country. I live in a neighborhood where everyone knows each other. We have neighbor patrols that walk the streets every night. The police can't do it all. It takes work, but our neighborhood helps itself.

Yolanda Green

I could really relate to your October 24 political cartoon about violence in the neighborhood. Just last month, I was robbed at gunpoint as I walked home from the bus stop. I will never feel safe again, knowing that anybody I pass on the street could have a gun. Thanks for letting me express my fears.

Joanna Lyons

Your violent cartoon on October 24 made me sick. Enough of these violent cartoons. I need some real humor to start my day. There must be something funny left in the world.

Pedro Silva

People should take your October 24 cartoon about crime in neighborhoods seriously. We should work on the crime problem through a teenage mentor program. What good is it to moan around and keep saying, "Isn't it awful?" If everyone took time to be friends with just one teenager, that would be a start. If you are interested in helping, call our organization at 555-1212.

Steve Forseyth
Youth Mentor Program

There is another side to the crime shown in your cartoon of October 24. I'm the mother of a young man in jail. That jail is terribly overcrowded. The whole message is punish, punish. He needs to learn some skills. He has no skills. He has no way to earn money. What good is punishment going to do for him? How will that keep him out of trouble?

Stella Washington

After You Read

A. **Comprehension Check** Check whether each statement is **True** or **False.**

True	False	
______	______	**1.** The cartoon shows Americans overseas.
______	______	**2.** The cracks in the window represent bullet holes.
______	______	**3.** There were many replies to the cartoon.
______	______	**4.** One writer wrote from his jail cell.
______	______	**5.** All the writers expressed fear about violent crime.
______	______	**6.** One writer was a recent victim of crime.
______	______	**7.** All the replies were printed in the paper.
______	______	**8.** The first writer agreed with the cartoon.
______	______	**9.** The second writer feels that crime is down.
______	______	**10.** Pedro Silva wants cartoons that make him laugh.

B. **Revisit the Reading Strategy** Look again at the purpose you set before you read the cartoon and letters. Discuss the following questions with a partner.

1. Did setting a purpose help you find out certain information?
2. Were you able to get more out of your reading?

C. **Think Beyond the Reading** Think about these questions and discuss them with a partner. Answer the questions in writing if you wish.

1. Compare the power of a political cartoon with a letter on the same subject.
2. Why do you think cartoons are often used to portray hotly debated topics?
3. Why do you think people write letters to the editors of newspapers?
4. If you were an editor of a newspaper, how would you choose which letters to print? What criteria would you use?

Think About It: Identify the Main Idea

The **main idea** is the most important point of a piece of writing. The main idea is what the piece is all about. Often the main idea is stated in the first or second sentence, but it can also be in the middle or at the end of a piece of writing. Sometimes the main idea is not actually stated in the piece. Then you have to figure out the main idea by reading the piece as a whole.

A. Look at Identifying the Main Idea

> People should take your October 24 cartoon about crime in neighborhoods seriously. We should work on the crime problem through a teenage mentor program. What good is it to moan around and keep saying, "Isn't it awful?" If everyone took time to be friends with just one teenager, that would be a start. If you are interested in helping, call our organization at 555-1212.
>
> Steve Forseyth
> Youth Mentor Program

1. In the letter at left, one of the sentences states the main idea, but it is not the first sentence. Read the letter and think about the main point the writer makes. Then underline the sentence that states the main idea of the letter.

You should have underlined the second sentence, "We should work on the crime problem through a teenage mentor program." The letter is about the teenage mentor program.

> There is another side to the crime shown in your cartoon of October 24. I'm the mother of a young man in jail. That jail is terribly overcrowded. The whole message is punish, punish. He needs to learn some skills. He has no skills. He has no way to earn money. What good is punishment going to do for him? How will that keep him out of trouble?
>
> Stella Washington

2. In the next example, the main idea is not stated. Read the letter and figure out the main point. Then write the main idea in your own words below.

Main idea: ______________________________

____

____

The main idea is that punishment will not stop crime. You could also say that the main idea is that skills will keep her son from crime.

B. Practice Below are three more sample letters to the editor about the October 24 cartoon. Read each letter. For letters 1 and 2, underline the sentence that states the main idea of the letter. For letter 3, write the main idea in your own words.

1. I am writing because of your October 24 cartoon about crime. My neighborhood has cleaned out the drug gangs. It took a lot of work, but we did it. Mothers with their babies and kids on their bikes have reclaimed our sidewalks and streets. We worked at it every minute of every day, and we did it.

Lucy Sanchez

2. Your October 24 crime cartoon makes me miss the old days. I can remember a time when everybody in our neighborhood left the doors unlocked. If my next door neighbor needed to borrow some milk, she would just walk in, take some milk, and leave a little note. It's too bad we can't turn back the clock. We were all much safer 40 years ago.

Sam Reston

3. Your crime cartoon of October 24 did not scare me a bit. If the criminals succeeded in scaring me, then I wouldn't be able to go where I want, when I want. I won't change my lifestyle just because someone else can't obey the law. I don't even give criminals a thought.

Karen White

Main idea ____

Talk About It

Crime in America is a hotly debated topic for many people. Some opinions on this topic are listed below. With a partner, pick one of these opinions and clearly state why you agree or disagree with it. Then give reasons for why you feel that way. Listen as your partner does the same.

1. Laws against gun ownership don't keep guns out of criminals' hands.
2. Prisoners deserve strict punishment and no education or training.
3. Teenage mentor programs might reduce teenage crime.

Write About It: Write a Letter to the Editor

Letters to the editor are one way people can show concern about issues. You too can write a letter to the editor of your local paper. Choose an issue that has something to do with crime or the law, such as a topic from this lesson.

A. **Prewriting** Before you write, explore and organize your thoughts on the topic. Use an idea frame like you used in Lesson 10. Write your topic on the first line. Fill in the rest of the frame. Then use your ideas to write a letter to the editor.

Idea Frame

Topic ______________________________

Topic sentence ______________________________

Reason ______________________________

Supporting information ______________________________

Reason ______________________________

Supporting information ______________________________

B. **Writing** Write a letter to the editor of your newspaper on the topic you chose. Use your idea frame.

- Start by stating the topic or problem that your letter is about.
- Decide which reasons and supporting information you want to use.
- Decide the order in which to use them.
- Draft your letter.

Your letter doesn't have to be long. Many of the best letters are brief, but they clearly state the writer's opinion.

▶ **Save your draft.** At the end of this unit, you will choose one of your drafts to work with further.

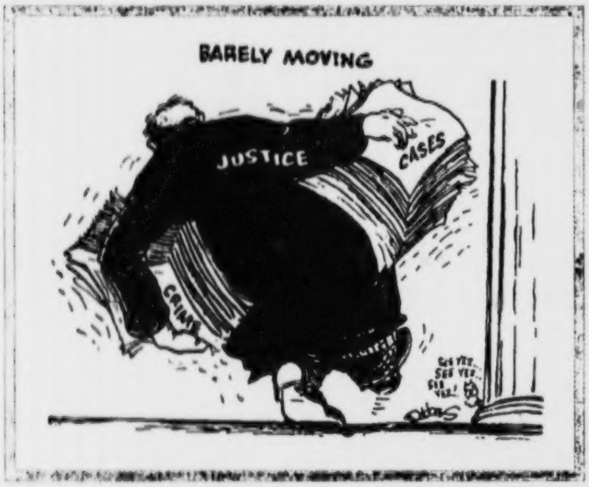
Life Skill: Analyze a Political Cartoon

As you learned in this lesson, a political cartoon is an expression of the cartoonist's opinion about a current political issue or event. Political cartoons are usually found on the editorial page of the newspaper.

Political cartoons often contain symbols. For instance, a picture of "Uncle Sam" frequently represents the United States. Symbols may be labeled to show what they represent.

When you read a political cartoon, first decide what the symbols represent. Then read the title, the captions, and the labels. Ask yourself, "What is the cartoonist saying about this topic?"

In the cartoon below, what does the human figure represent?



The figure is wearing a long black robe like a judge's robe. It is labeled "Justice." The figure represents the U.S. justice system.

Practice Answer these questions about the political cartoon on a separate paper.

1. What is the title of this cartoon?
2. What is "Justice" carrying?
3. Does "Justice" seem to be steady on his feet?
4. What is the cartoonist saying about the U.S. justice system?

Talk About It
Look for political cartoons in your local newspapers. Bring in one or more that interest you and discuss them with a partner or a small group.

Lesson 12

LEARNING GOALS

Strategy: Visualize
Reading: Read a story
Skill: Follow a sequence of events
Writing: Write a poem
Life Skill: Read a parking ticket

Before You Read

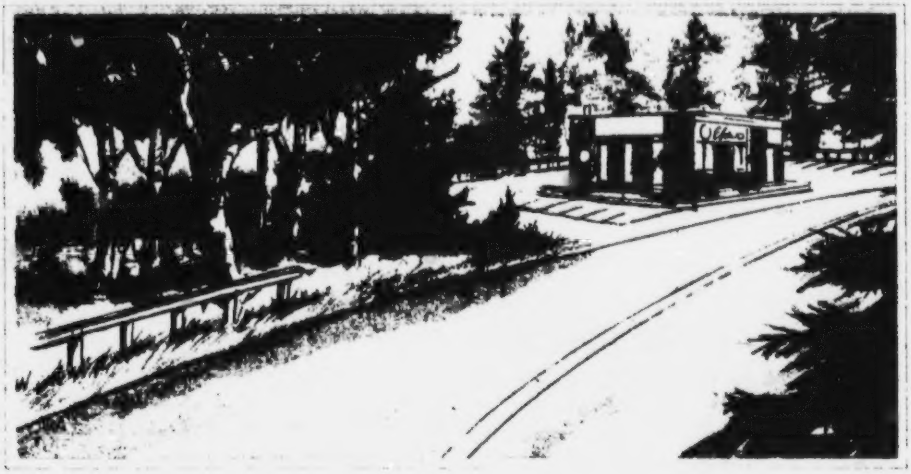
In this lesson a policeman tells about an unusual sequence of events that happened during a robbery.

Before you begin to read, **visualize,** or picture in your mind, a small convenience store.

- Compare your image of the inside of a typical convenience store with a big supermarket.
- Now imagine how a small store can be an easy target for a robbery.

Preview the Reading

To preview the story, look at the picture and read the first two sentences of the story. This will set the stage for the officer's story. What do you predict will happen?



Use the Strategy
To better understand this reading, visualize the setting and each action as it takes place.

Crimebusters

Mark Baker

We got a report from a confidential informant[1] that one of these little Jiffy Marts was going to be held up on a Sunday morning. So we staked the place out. It was built in such a way that it faced the hard road, but on either end and in the back of it was wooded area. The nearest business or house was maybe 300 or 400 yards away. There was no back door to this building, so the only way to come out was through the front door. The lady inside didn't even know that we were staking it out. I was directly across the street in plainclothes and I had a walkie-talkie and was supposed to alert the others if something happened so they could close in.

About five minutes after nine, I saw this fellow park his car about 50 feet away from the building and raise the hood to make motorists think that he was broke down. He came walking up kind of stiff-legged and I could see with binoculars that he had what looked like a rifle or shotgun in his pants leg.

We waited till he got in good and I could see the lady putting the money in a bag. Then he pushed her into the cooler in the back. I was telling all these other fellows what was happening on the radio. We were set to move.

Check-in ▶ Visualize what has just happened. Where is the woman who works at the store? Where are the plainclothes police?

About that time a car pulled up right behind this fellow's car and a man got out. He had his hand inside his shirt. He goes easing up to the Jiffy Mart. Inside, the first robber puts the shotgun back in his pants, got the bag of money situated real good under his arm and he was walking to the front of the store. The other fellow had gotten onto the concrete within two or three feet of the door. That's where they met. The second gunman pulled out his pistol and put it into the first robber's face and backed him into the store. The first man dropped the bag of money and got put in the cooler with the woman clerk.

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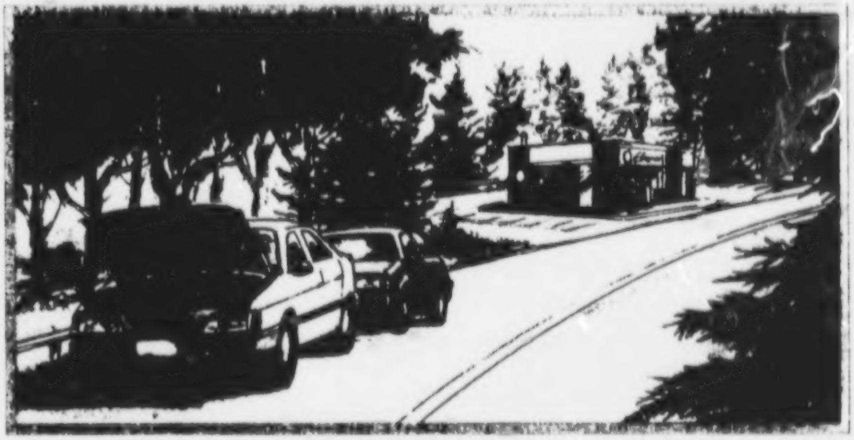
[1] **confidential informant:** a person who provides information to police secretly.



When Number Two comes back up front to pick up the money, he was told not to move or he will be blowed to bits, because there was three of us there with the drop on him. He dropped his pistol and his money. We put handcuffs on him. Then we go to the cooler. Number One comes out and we put handcuffs on him and grab his gun out of his britches leg. The girl is, of course, really upset and scared. We call her husband and get her taken care of.

In the meantime, we tell the two robbers their rights and that we're going to put them in jail for armed robbery and grand larceny and a couple of other things. The first one turned to us and said with a straight face, "I'd like to prefer charges, too."

"For what?"

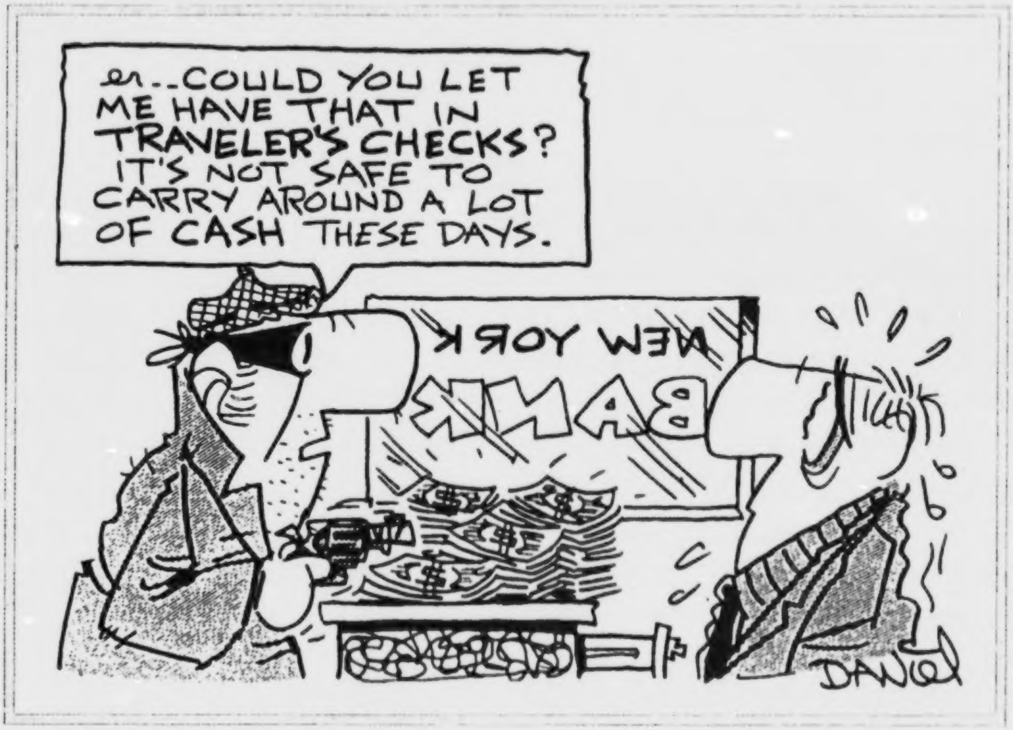
"Against the man who come in and held me up."

▶ **Final Check-in**

Did visualizing the setting and sequence of this unusual robbery help you to understand what was going on? Were you able to imagine the scene? Were there any events you could *not* visualize? Reread those parts and see if you can visualize them now.

Talk About It

With a partner or small group, discuss these questions about the cartoon below and the story "Crimebusters." How is the robber in this cartoon acting like the first robber at the end of "Crimebusters"? It seems as though both robbers want to break the law, but they both also want the protection of the law. Do you think that people who commit crimes should be protected by the law? Why or why not?


er..COULD YOU LET ME HAVE THAT IN TRAVELER'S CHECKS? IT'S NOT SAFE TO CARRY AROUND A LOT OF CASH THESE DAYS.
NEW YORK BANK
DANIEL

BEST COPY AVAILABLE

After You Read

A. Comprehension Check

1. Who reported that a Jiffy Mart would be held up?
   (1) the owner of the Jiffy Mart
   (2) a confidential informant
   (3) a policeman in a cruiser
   (4) a neighbor of the Jiffy Mart
2. What did the author mean when he wrote, "So we staked the place out"?
   (1) They put a fence around the Jiffy Mart.
   (2) They surrounded the Jiffy Mart.
   (3) They opened the place up.
   (4) They watched the place from a distance.
3. The police officer was ready to move in on the robbery scene, but
   (1) a shot rang out
   (2) another robber arrived
   (3) the clerk ran out of the store
   (4) the police backup didn't show up
4. Why was the first robber's request at the end of the story funny?
   (1) He was a robber who was robbed.
   (2) He was an innocent bystander.
   (3) He used a pistol, not a shotgun.
   (4) He thought the policemen were robbers, too.

B. Revisit the Reading Strategy Earlier you visualized how a small store could be easily robbed. Did anything you visualized about the Jiffy Mart in this story make it seem easy to rob? Share your thoughts with a partner or your instructor.

C. Think Beyond the Reading Think about these questions and discuss them with a partner. Answer the questions in writing if you wish.

Have you or anyone you know ever been robbed? What happened?
How did you or the robbery victim feel?

Think About It: Follow a Sequence of Events

The **sequence of events** in a story is the order in which things happen. It tells how the story begins, the order in which events take place, and how the story ends. When the events are related in order, it is usually easy to understand a story.

Time-related words such as *when, just as, then, next,* and *finally* can help you follow the sequence of events and understand a story.

A. Look at Following a Sequence of Events

Read the following paragraph from the account in this lesson. Notice that each event is numbered.

When [1]Number Two comes back up front to pick up the money, [2]he was told not to move or he will be blowed to bits, because there was three of us there with the drop on him. [3]He dropped his pistol and his money. [4]We put handcuffs on him. [5]Then we go to the cooler. [6]Number One comes out and [7]we put handcuffs on him and [8]grab his gun out of his britches leg.

Here are the eight events listed in order:

1. Number Two comes back up front.
2. He was told not to move.
3. He dropped his pistol and his money.
4. We put handcuffs on him.
5. Then we go to the cooler.
6. Number One comes out.
7. We put handcuffs on him.
8. [We] grab his gun out of his britches leg.

B. Practice Read the paragraph below. Number the events in the paragraph. Then list the events in the order in which they happened. You can put them into your own words. The first and last events are listed for you.

> About that time a car pulled up right behind this fellow's car and a man got out. He had his hand inside his shirt. He goes easing up to the Jiffy Mart. Inside, the first robber puts the shotgun back in his pants, got the bag of money situated real good under his arm and he was walking to the front of the store. The other fellow had gotten onto the concrete within two or three feet of the door. That's where they met. The second gunman pulled out his pistol and put it into the first robber's face and backed him into the store. The first man dropped the bag of money and got put in the cooler with the woman clerk.

1. A car pulled up behind this fellow's car.

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

9. ______________________________

10. ______________________________

11. ______________________________

12. The first man got put in the cooler.

Talk About It

With a partner or a small group, retell the story about the Jiffy Mart robbery. Include enough details to clearly explain this fast-moving sequence of events. Be sure to include the funny ending when Robber Number One makes an unexpected request.

Write About It: Write a Poem

Crime and the law are issues that can affect our lives deeply. Such issues inspire writers to write about their experiences and their feelings. The following poem, written by Stewart Brisby while in prison, describes how he feels about prison life.

Poems are carefully constructed pieces of writing. Poets choose words to create images that produce emotional reactions in readers. As you read "The Artist," visualize what the poet is describing. How does the poem make you feel?

The Artist

Stewart Brisby

funny (or not so)
how a man in prison
thinks of all the things
he should have done
the things
he meant to say.

he writes letters
but a letter
cannot warm a bed
kiss a child.

so at night
in a double-edged cubicle
sleep
makes him an artist
& he paints
the water color world
he remembers.

but in the morning
he must take the easel
out to dry

& it is raining
in the prison yard.

What images did you visualize as you read the poem?
How did the poem make you feel?

Poetry can be written in many different forms. Poetry often involves rhyme and a specific rhythm pattern. "The Artist," however, has no specific rhyme or rhythm patterns. This form of poetry is called **free verse**. In free verse, as in all forms of poetry, the words are carefully chosen and carefully placed on the page to evoke images and emotional reactions.

A. **Prewriting** Try writing a free verse poem of your own. First reread "The Artist." Look at the images the poet selected and the words he chose to express those images. Notice how he placed words on the page. Think about why he chose to use only lowercase letters and very short lines.

Then choose a topic. Think about the ideas you want to express in your poem. Brainstorm some images you might use to express those ideas and some words to convey those images. Try to think of descriptive words that bring strong images to mind.

B. **Writing** Now draft your poem. Make it as long or as short as you'd like.

Remember

- There is no exact pattern you have to follow.
- Lines can be long or short. Capitalization and punctuation rules can be ignored.
- Words have power. Choose words that evoke strong images and emotional reactions.

Use this as the start of your poem, or make up a beginning yourself.

In My Dreams

Every night ____

____

____

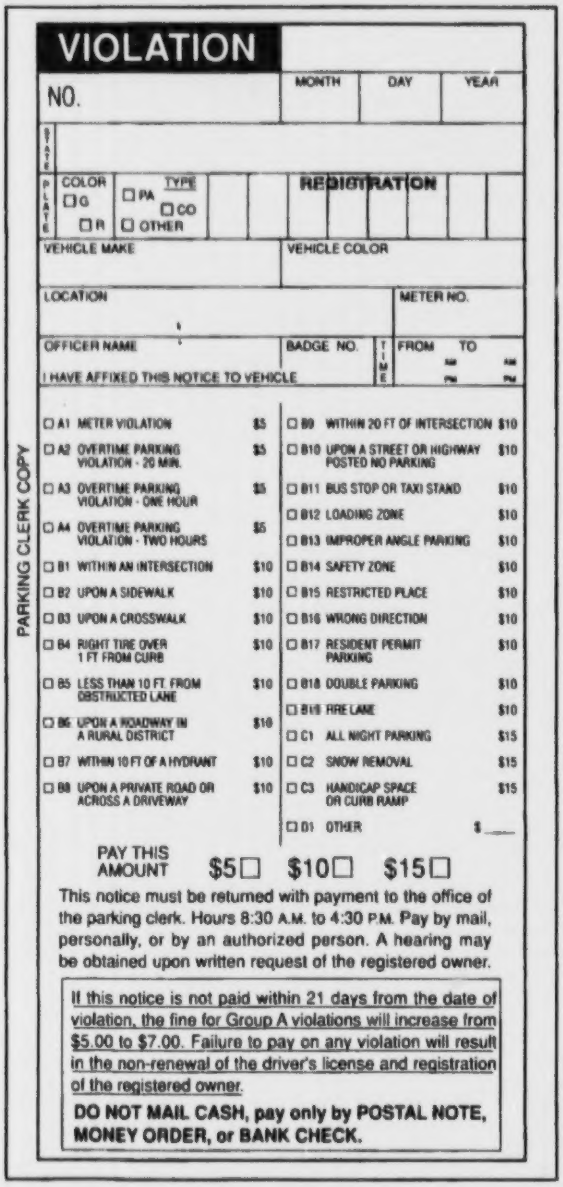
But the next day ____

____

▶ **Save your draft.** At the end of this unit, you will choose one of your drafts to work with further.

Life Skill: Read a Parking Ticket

Parking violations are among the most common crimes people are charged with. Most people pay their fines promptly. Some people don't take parking tickets seriously. Failure to pay fines may result in your driver's license not being renewed. If you receive a parking ticket, you must be sure to read it carefully to know what to do.



VIOLATION

NO.

MONTH DAY YEAR

STATE

PLATE COLOR ☐ G ☐ R TYPE ☐ PA ☐ CO ☐ OTHER REGISTRATION

VEHICLE MAKE

VEHICLE COLOR

LOCATION

METER NO.

OFFICER NAME

BADGE NO.

TIME FROM AM PM TO AM PM

I HAVE AFFIXED THIS NOTICE TO VEHICLE

PARKING CLERK COPY

☐ A1	METER VIOLATION	$5
☐ A2	OVERTIME PARKING VIOLATION - 20 MIN.	$5
☐ A3	OVERTIME PARKING VIOLATION - ONE HOUR	$5
☐ A4	OVERTIME PARKING VIOLATION - TWO HOURS	$5
☐ B1	WITHIN AN INTERSECTION	$10
☐ B2	UPON A SIDEWALK	$10
☐ B3	UPON A CROSSWALK	$10
☐ B4	RIGHT TIRE OVER 1 FT FROM CURB	$10
☐ B5	LESS THAN 10 FT. FROM OBSTRUCTED LANE	$10
☐ B6	UPON A ROADWAY IN A RURAL DISTRICT	$10
☐ B7	WITHIN 10 FT OF A HYDRANT	$10
☐ B8	UPON A PRIVATE ROAD OR ACROSS A DRIVEWAY	$10
☐ B9	WITHIN 20 FT OF INTERSECTION	$10
☐ B10	UPON A STREET OR HIGHWAY POSTED NO PARKING	$10
☐ B11	BUS STOP OR TAXI STAND	$10
☐ B12	LOADING ZONE	$10
☐ B13	IMPROPER ANGLE PARKING	$10
☐ B14	SAFETY ZONE	$10
☐ B15	RESTRICTED PLACE	$10
☐ B16	WRONG DIRECTION	$10
☐ B17	RESIDENT PERMIT PARKING	$10
☐ B18	DOUBLE PARKING	$10
☐ B19	FIRE LANE	$10
☐ C1	ALL NIGHT PARKING	$15
☐ C2	SNOW REMOVAL	$15
☐ C3	HANDICAP SPACE OR CURB RAMP	$15
☐ D1	OTHER	$____

PAY THIS AMOUNT $5☐ $10☐ $15☐

This notice must be returned with payment to the office of the parking clerk. Hours 8:30 A.M. to 4:30 P.M. Pay by mail, personally, or by an authorized person. A hearing may be obtained upon written request of the registered owner.

If this notice is not paid within 21 days from the date of violation, the fine for Group A violations will increase from $5.00 to $7.00. Failure to pay on any violation will result in the non-renewal of the driver's license and registration of the registered owner.

DO NOT MAIL CASH, pay only by POSTAL NOTE, MONEY ORDER, or BANK CHECK.

To answer these sample questions, look at the left-hand column on the parking ticket:

What have you done wrong if A2 is checked on the ticket? ______________________

____

How much is the fine for A2? ____________

If you answered "parked 20 minutes too long" and "$5," you read the ticket correctly.

Practice Answer these questions about the parking ticket.

1. What will happen if fines from Group A violations are not paid within 21 days?

   ____

2. How far are you supposed to park from a fire hydrant?

   ____

3.. Can you mail cash to pay the fine? _____

4. What will happen if the car owner never pays a parking ticket?

   ____

   ____

Writing Skills Mini-Lesson: Using Apostrophes Correctly

An **apostrophe** (') is a punctuation mark that is used for two different purposes:

1. To form a *contraction* Put the apostrophe in place of the missing letters.
   It is the law ➡ It's the law. Do not steal ➡ Don't steal.
2. To form a *possessive noun*
   - **If the noun is singular,** add an apostrophe and the letter *s* ('s).
     The store of the man ➡ The man's store
     The rim of the glass ➡ The glass's rim
   - **If the noun is plural,** add an apostrophe after the *s* ending (s').
     The car of the robbers ➡ The robbers' car
   - **If the plural noun doesn't end in *s*,** add apostrophe *s*. ('s)
     The voice of the people ➡ The people's voice

Tip

Do not add an apostrophe

- to form possessive pronouns: *its, hers, yours, ours, theirs.*
- to form a plural noun.
  Wrong: Violence can leave it's victim's fearful.
  Right: Violence can leave its victims fearful.

Practice Copy this paragraph on separate paper. Add apostrophes where they belong.

Last year, Katrina Smiths car was stolen. The police found it, but its hubcaps were missing. Now Katrinas car has an alarm. Its very loud, and it sometimes goes off when other peoples cars get too close to it. Even childrens bicycles can set it off. The neighbors dont like it at all. Katrina is concerned about her neighbors complaints, but shes worried about her car, too.

Unit 4 Review

Reading Review

From Treasure to Trash

It's too bad we don't know when tragedy is going to strike so we can change our plans. That must be how Nancy and Mark Lee feel, now that it's too late. Their story starts on a Saturday morning in July. They had spent the entire week organizing and labeling things to sell at a garage sale.

The Lees were at a difficult point in their lives. They needed money to make the last payment on their car. Making the car payment was important to them. Mark needed a car to get to work, no matter how old and beat up it was. It was hard to get jobs; Mark needed to keep his.

Mark and Nancy had been laying out items for sale since early morning in order to be ready for customers by nine o'clock. They had filled their tiny front yard with goods in the shape of a large letter *U*. Dishes, some old pots and pans, and a few appliances were laid out at the back of the *U* near their front door. Along one side they had propped up makeshift tables on which were neatly folded sweaters, jeans, and children's outgrown coats and shoes. On the other side of the *U* was some of their sports equipment—which they hated to sell, but they needed the money more—and some of the children's games.

Mark heard the sound of the police siren first. Then Nancy heard it and saw a brown Lincoln Continental speeding just yards ahead of the police car at the beginning of their block. From then on, everything seemed to happen in slow motion, though it took only seconds. As it approached their yard, the Lincoln skidded into a parked car. Then it veered toward Mark and Nancy. They ran blindly into the neighbors' yard without looking back. But they could hear the sounds of dishes breaking and metal crunching. They knew without looking that their belongings—and their garage sale—had been destroyed.

Police quickly surrounded the driver. He was not going anywhere else in this stolen car. It was amazing that he was not hurt. Mark and Nancy were in shock as they filled out the police report. They hoped to get some insurance money for their damaged possessions. But they couldn't claim the damage done to their finances. Ironically, a car thief had ruined their hopes of paying off an honestly acquired car—at least for this month.

1. Number the events below in the order in which they happened.

_____ A brown Lincoln skids into a parked car.
_____ Mark and Nancy lay out items for their garage sale.
_____ Police surround the driver of the Lincoln.
_____ A police siren is heard.
_____ Mark and Nancy fill out a police report.
_____ The brown Lincoln destroys Mark and Nancy's garage sale.

2. Reread the second paragraph of the story. What is the main idea?

(1) The car is old and beat up.
(2) Mark and Nancy need to own a car.
(3) Mark and Nancy are having a hard time.
(4) Mark and Nancy need to get a better car.

Writing Process

In Unit 4 you wrote three first drafts. Choose the piece that you would like to work with further. You will revise, edit, and make a final copy of this draft.

_____ your opinion about a court decision (page 118)
_____ your letter to the editor (page 126)
_____ your poem (page 136)

Find the first draft you chose. Then turn to page 160 in this book. Follow steps 3, 4, and 5 in the Writing Process to create a final draft.

As you revise, check your draft for this specific point:
Opinion: Be sure to include specific reasons to support your opinion.
Letter: Remember to stay on the topic.
Poem: Keep in mind that every word counts.

Skills Review

This review will let you see how well you can use the skills taught in this book. When you have finished Units 1–4, complete this review. Then share your work with your instructor.

Reading Skills

Read each passage and answer the questions that follow.

The World's Easiest Workout

Daryn Eller

What if we told you that there's a way you can get fit and stay fit while barely raising a sweat? A miracle method that doesn't require going to the gym, exercising to a video or spending a lot of money? It may sound like a dream, but it isn't. In fact, it's something you already know how to do: walking.

Think of the facts about this body-slimming, fat-burning activity. Walking can offer you a serious calorie burn-off, depending on your weight and how fast you go. If a 150-pound woman walks three miles in 60 minutes, for instance, she'll knock off 240 calories. At four miles an hour, she'll burn 350 calories. If she ups her pace to four and a half miles in that time, she'll drop 440 calories in an hour.

How do you get started? Start by walking three times a week for 20 minutes, says Carol Espel, a national Walk Reebok instructor and program director at Apex gym in New York City. Once you feel at ease with this level of intensity—a few weeks should do it—add more days per week to increase calorie burning. Then up your mileage by 5 to 10 percent per week. For example, if you're now walking two miles, next week add one tenth or two tenths of a mile more. Finally, quicken your pace bit by bit. In time you should be walking at a faster mile-per-hour rate for longer periods. For the best results, wear sneakers made for walking. Swing your arms naturally but energetically with your elbows bent at 90-degree angles. Maintain good posture. Keep your shoulders back but relaxed. Hold your head high.

Here are 10 more good reasons to start walking now.

1. You're more likely to stick with it than with other exercise programs. A number of studies back this up.
2. It will tone, shape, and strengthen your legs—thighs, calves and all.
3. Your tush will tighten up.
4. Like most exercises, walking reduces stress. It brings on feelings of general well-being.
5. You'll strengthen your bones. Walking has been shown to increase bone density. This helps stave off osteoporosis.
6. It's an exercise that doesn't cause injury or pain. This is especially true if you warm up your body by walking slowly for a few minutes and cool down exactly the same way.
7. Your energy level will increase.
8. You can invite others to do it with you—friends, kids, spouse. You don't have to go it alone.
9. Walking on a regular basis can reduce your risk of heart disease.
10. You can easily fit walking into your life. You can walk on the way to work, after dinner, around the mall or the neighborhood. You can walk just about anytime, anywhere.

Choose the best answer to each question.

1. What is the main idea of this article?
   (1) Walking burns off calories.
   (2) Walking does not cost money.
   (3) Walking will help you stay fit.
   (4) Walking does not cause injury.

2. What's so easy about walking?
   (1) You can use a video.
   (2) You can walk anywhere.
   (3) You can use an exercise machine.
   (4) You can go to a gym.

3. What is the correct way to begin exercise walking?
   (1) Walk three times a week for 20 minutes.
   (2) Walk until you feel a little tired.
   (3) Walk a little every day.
   (4) Walk faster to burn calories.

4. What problem can walking help you solve?
   (1) high energy level
   (2) too much stress
   (3) kidney disease
   (4) too much bone density

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5. To build walking into your life, you can
   (1) join a new gym
   (2) always walk alone
   (3) walk only indoors
   (4) increase distance and speed bit by bit

6. For best results, you should
   (1) hold your arms at your side
   (2) start by running in place
   (3) maintain good posture
   (4) walk only in the morning

The Floor Mopper

Gary A. Franks

Gary A. Franks was elected a Republican congressman from Connecticut in 1990.

"Be proud of what you do," my father always told me, "whether you're boss or mopping floors."

When I was 17, I got a summer job at Waterbury Hospital Health Center in Waterbury, Conn. I was told my duties would include mopping floors. I smiled and remembered Dad's advice.

Even though my job was the lowest, I was thrilled to have any work at all. Each morning, I imagined all the sick people not being able to eat if I wasn't there to scrub the pots coated with oatmeal. After breakfast, I cleaned toilets. In the late afternoon, I mopped floors. Though I was dead tired, I knew that if the floors didn't shine, it would reflect badly on me. I wanted people to say, "That young man sure does a nice job."

Working at the hospital taught me that it takes people on every level, from pot scrubber to CEO, working as one, for an organization to function well. I understood this and never had a problem being motivated.

Through every job I've ever held, my father's wise words have stayed with me. I've mopped floors, and I've been the boss. I think Dad would be proud.

Choose the best answer to each question.

7. What was Gary Franks's main message?
   (1) Everyone should start by mopping floors.
   (2) On any job, be proud of your work.
   (3) To be a boss is the most important job.
   (4) Low level jobs don't matter.

8. What effect did the summer job in the hospital have on Franks?
   (1) He enjoyed physical labor.
   (2) He was thrilled to have the job.
   (3) He learned that some jobs are not important.
   (4) He questioned his father's advice.

Should All Criminals Go to Jail?

Many people in the U.S. feel that crime is the country's number one problem. As a result, many Americans support tough laws for sentencing criminals. They say these tough laws are paying off. They say that tough punishment prevents crime.

Many Europeans take a different view. Punishment, they say, does not prevent crime. They feel government should work on the roots of crime. Solving social problems like poverty and racism is the only way to reduce crime, they say.

Not surprisingly, Americans and Europeans have different views about crimes that deserve a jail term. Many Americans support jail terms for those convicted of nonviolent crimes, such as theft. Many Europeans do not.

These views can be seen in the chart below.

Should a Person Go to Jail for Stealing a TV?

Country	Percent who said "Yes"
Switzerland	8.5%
Germany	12.4%
Norway	12.4%
France	13.2%
Netherlands	26.7%
England	39.2%
United States	55.3%

Choose the best answer to each question.

9. According to the chart, what percent of people in the U.S. support jail terms for the theft of a TV?
   (1) 8.5%
   (2) 13.2%
   (3) 44.7%
   (4) 55.3%

10. How would most Europeans solve the problem of crime?
    (1) Put all criminals in jail.
    (2) Put nonviolent criminals in jail.
    (3) Reduce poverty and racism.
    (4) Reduce the length of jail sentences.

Writing Skills

On separate paper, copy the paragraph. Correct sentence fragments, run-on sentences, and any mistakes in usage or punctuation.

When Smith School held a fair last week. Many parent's and children took part. The fair is a yearly fund-raising event this year the school will use the money to buy more computer's. The games at the fair this year were the most silliest ever several games drew large crowds. The most popular event was called "Dunk the Doctor." A local doctor volunteered his services to be dunked by kid's throwing balls. The doctors beeper went off. Toward the end of the afternoon. The kids didnt have no more tries to dunk him. The annual fall fair. A fun event for all ages.

Write About It

On separate paper, write about the topic below or choose your own topic. Follow the first four steps of the Writing Process (page 160) to write, revise, and edit your draft. Use the checklist below as you revise. When you have edited your draft, write a final draft.

Topic Many companies hire part-time workers. Most of these workers do not get benefits of any kind. Do you think people who work 20 to 30 hours a week should receive benefits, such as vacation pay, health insurance, or maternity leave? Why or why not? Write one or more paragraphs to explain your opinion.

Revising Checklist

When revising and editing your draft, check to be sure that it

_____ has one main idea in each paragraph
_____ states your opinion at the beginning
_____ gives reasons to support your point of view
_____ includes details or examples to explain your reasons

Skills Review Answers

Reading Skills

1. (3)
2. (2)
3. (1)
4. (2)
5. (4)
6. (3)
7. (2)
8. (2)
9. (4)
10. (3)

Writing Skills

Here is a possible way to correct the paragraph. Your answer may vary.

When Smith School held a fair last week, many parents and children took part. The fair is a yearly fund-raising event. This year the school will use the money to buy more computers. The games at the fair this year were the silliest ever. Several games drew large crowds. The most popular event was called "Dunk the Doctor." A local doctor volunteered his services to be dunked by kids throwing balls. The doctor's beeper went off toward the end of the afternoon. The kids didn't have any more tries to dunk him. The annual fall fair is a fun event for all ages.

Write About It

When you feel confident about your final draft, share it with your instructor.

Evaluation Chart

Check your Skills Review answers. Then, on the chart below, circle the number of any answer you missed. You may need to review the lessons indicated next to that question number.

Question	Skill	Lesson Numbers
1	main idea	6, 11
2	key facts	5, 9
3	sequence of events	12
4	problems and solutions	1, 7
5	apply information	2, 10
6	cause and effect	3, 4
7	main idea	6, 11
8	cause and effect	3, 4
9	key facts	5, 9
10	problems and solutions	1, 7

Student Self-Assessment

Go to page 148 to complete Student Self-Assessment #2.

Student Self-Assessment #2

After you finish the Skills Review, do this self-assessment. Share your responses with your instructor.

Reading	Good at this	Improving	Little progress
I can read and understand			
1. stories and poems			
2. articles in magazines, newspapers, and books			
3. pamphlets and brochures			
4. charts and graphs			
5. maps			
6. political cartoons			
When I read, I can			
1. figure out new words by using context clues, and by breaking long words into smaller parts			
2. use what I already know to help me understand			
3. try to predict what is coming next			
4. visualize what I read			
5. find key facts			
6. identify cause and effect relationships			
7. identify problems and solutions in reading selections			
8. follow a set of written directions			
9. apply information I've read to new situations			

Writing	Good at this	Improving	Little progress
I can fill out or write			
1. charts			
2. forms and applications			
3. announcements			
4. songs and poems			
5. journal entries			
6. paragraphs with a topic sentence and supporting details			
7. letters to the editor			
8. directions			
When I write, I can			
1. think of good ideas			
2. organize my ideas			
3. use facts, examples, or reasons to support my main ideas			
4. express myself clearly so others understand			
5. revise my writing to improve it			
6. edit my writing to correct spelling, capitalization, punctuation, and usage errors			
7. recognize fragments and run-on sentences and fix them			

▶ Answer Key

When sample answers are given, your answers may use different wording but should be similar to them.

Unit 1 Staying Healthy

▼ Lesson 1

After You Read (p. 19)

A. Sample answers:

1. She ate candy while watching a TV program.
2. Her mother wouldn't be able to go on the class hike.
3. Her mother was out of shape. Rachel felt her mother didn't take care of herself anymore.
4. Pat realized how much she cared about what her daughter thought of her.

Think About It: Recognize Problems and Solutions (p. 20)

B. Practice

Sample answers:

1. exercise; walk
2. eat fruits and vegetables for snacks
3. eat three healthy meals a day; don't skip meals
4. bring down her blood pressure

Life Skill: Read Medicine Labels (p. 23)

Possible definitions:

1. **indications:** symptoms, or specific health problems
2. **dosage:** specific quantity or amount to take
3. **drug interaction precaution:** warning about harmful effects of mixing certain medicines

Practice

Information will vary. Check with your instructor.

▼ Lesson 2

After You Read (p. 28)

A. 1. False
2. True
3. False
4. False
5. False
6. True
7. True
8. False
9. True
10. True

Life Skill: A Closer Look at a Food Chart (p. 31)

Practice

1. either bok choy or broccoli
2. yes
3. Vitamin A, fiber
4. no
5. any two of the following: grapefruit, kiwi fruit, orange

▼ Lesson 3

After You Read (p. 37)

A. 1. (4)
2. (2)
3. (3)
4. (2)

Think About It: Understand Cause and Effect (p. 38)

B. Practice

1. **Cause:** Charlie baked the chicken to an internal temperature of 160 degrees
   Effect: completely kill harmful bacteria
   Cue words: in order to
2. **Cause:** meat is not cooked thoroughly
   Effect: E. coli can remain alive in the meat
3. **Cause:** Adnan sets his refrigerator at 40 degrees
   Effect: food in his refrigerator does not become tainted
   Cue words: consequently
4. **Cause:** Liz learned that fish living in warm waters near coral reefs are most likely to be contaminated
   Effect: she avoids eating those fish
   Cue words: therefore
5. **Cause:** Employees did not wash their hands before handling food and dishes.
   Effect: They contaminated the food with bacteria from their hands.
6. **Cause:** Pasteurization kills bacteria
   Effect: pasteurized milk is safer to drink
   Cue words: as a result
7. **Cause:** they may have been sprayed with pesticides
   Effect: Sarah washes fresh fruits and vegetables
   Cue word: because

Write About It: Create a Chart (p. 40)
Sample entries:

Foods	Proper Storage	Preparation Tips	Internal Temperature
hamburger	Wrap securely Store at 40° F or cooler	Cook until center is gray or brown	160° F
frozen fish	Keep frozen at 0° F or colder	Thaw in refrigerator	160° F
raw chicken	Wrap securely Store at 40° F or cooler on lower shelf	Wash hands before and after handling	160° F

▼ Writing Skills Mini-Lesson: Fixing Sentence Fragments (p. 42)

There are different ways to fix the fragments. Here are some examples:

Parents need to feed their children healthy food. Unfortunately, too many children like junk food. They prefer potato chips and cola to carrots and milk. If they eat only junk food, they get sick often. What can parents do? For one thing, they can keep only healthy food in the home. It is wise to start good habits before children are old enough for school.

▼ Unit 1 Review (p. 43)

Reading Review
1. False
2. False
3. False
4. True
5. False
6. True
7. False

Unit 2 Get That Job!

▼ Lesson 4

After You Read (p. 50)
A. Sample answers:
1. Easy job. Good Wages. No experience necessary.
2. a large loft; tubs filled with water; wooden benches
3. Probably not. The foreman wouldn't allow the use of a pen knife or safety razor.
4. They will be less likely to believe some claims made in want ads.

Think About It: Understand Cause and Effect (p. 51)
B. Practice
Sample answers:
1. **cause:** being out of work
   effect: bought newspaper or turned to "Help Wanted—Unskilled" section
2. **cause:** hand in cold water for a long time
   effect: body began to shiver
3. **cause:** the softening did not work uniformly
   effect: pieces of label remained stuck to the bottle
4. **cause:** a painful, swollen finger
   effect: Colon quit the job
5. **cause:** detaching labels from wet bottles
   effect: thumb and nail had become an unnatural tool developed for the job

Life Skill: Interpret Want Ads (p. 55)

1. **trans.**	transportation
F/T	full-time
&	and
P/T	part-time
Tu.	Tuesday
Fri.	Friday
appt.	appointment
2. **Exp.**	experience
w/	with
nec.	necessary
perm.	permanent
&	and
temp.	temporary
Exc.	excellent
ASAP	as soon as possible
3. **Attn.**	attention
Exc.	excellent
Flex.	flexible
hrs.	hours
Morn.	morning
Aft.	afternoon
Eve.	evening
immed.	immediately
exp.	experience
nec.	necessary

4. **tchr's.**	teacher's
H.S.	high school
G.E.D.	General Educational Development
req.	required
Mon.	Monday
Fri.	Friday
Refs.	references
req.	required

5. ad 3

▼ Lesson 5

After You Read (p. 59)

A. 1. (3)
2. (2)
3. (2)
4. (1)

B. Your height, weight, and favorite color would probably not be factors in doing the job. It is illegal for employers to discriminate on the basis of age, religion, or national origin.

Think About It: Locate Key Facts (p. 60)

B. Practice

1. Monday–Friday, 8 A.M. to 5:00 P.M.
2. full-time
3. waitress, Jones' Family Restaurant, 12 N. State St., $5/hr.
4. Central High School, Middleton, attended 4 years, graduated
5. Mr. Prado, Ms. Frye, 555-7643, both teachers

▼ Lesson 6

After You Read (p. 69)

A. 1. False
2. True
3. False
4. True
5. False
6. False
7. True
8. True

Think About It: Identify the Main Idea (p. 70)

B. Practice

Sample answers:

Actively Search

Paragraph 2 Main Idea: Talk to friends, relatives, and job specialists about your job search.

Paragraph 3 Main Idea: Read want ads and look for signs and notices.

Paragraph 4 Main Idea: Job hunting takes a lot of work.

Knock on the Right Doors

Section Main Idea: Identify your network to find out who can help you.

Prepare for an Interview

Section Main Idea: Prepare for an interview by learning about the company, preparing questions to ask, and planning answers to questions you might be asked.

▼ Writing Skills Mini-Lesson: Fixing Run-on Sentences (p. 74)

There are different ways to fix the run-ons. Here are some examples:

Practice

1. The store needed a clerk. I filled out an application.
   The store needed a clerk, so I filled out an application.
2. The manager interviewed me. I was a little nervous.
   When the manager interviewed me, I was a little nervous.
3. I liked the manager. She seemed like a fair boss.
   I liked the manager because she seemed like a fair boss.
4. The interview ended. The manager introduced me to the staff.
   After the interview ended, the manager introduced me to the staff.
5. When I got home, the telephone rang.
   I got home, and the telephone rang.
6. The manager offered me the job. I wanted to think about it first.
   The manager offered me the job, but I wanted to think about it first.
7. It was a good opportunity. I decided to accept it.
   It was a good opportunity, so I decided to accept it.

▼ Unit 2 Review (p. 75)

Reading Review

1. (2)
2. (2)
3. (4)
4. (3)

Unit 3 A Sense of Community

▼ Lesson 7

After You Read (p. 82)

A. 1. True
2. False
3. True
4. False
5. True
6. False
7. False
8. True

Think About It: Recognize Problems and Solutions (p. 83)

B. Practice

Sample answers:

Step 1: Teenagers need something to do.

Step 2: Community centers are geared to younger children. Teenagers need their own centers to go to.

Step 3: Build a sports-o-rama or a pool hall just for teens; adults pull together and do what needs to be done

Life Skill: Use a Phone Book (p. 86)

1. 555-5000
2. Senior Citizens Services
3. 911

▼ Lesson 8

After You Read (p. 91)

A. 1. a. False
b. False
c. True
d. False
e. True
f. False
g. True
h. True
2. number 2
3. number 9
4. number 10

Think About It: Follow Directions (p. 92)

B. Practice

1. The Tot Lot
2. The Parkman Bandstand

▼ Lesson 9

After You Read (p. 101)

A. 1. (3)
2. (2)
3. (3)
4. (1)

Think About It: Locate Key Facts (p. 102)

B. Practice

1. What?	Community Folk Sing
When?	July 10 at 7:00 P.M. Rain date July 12 at 7:00 P.M.
Who?	Andy Wilkins
Where?	Centerville Library Courtyard
2. What?	Library Network Computer Catalog
Why?	to search for titles, subjects, or authors
Where?	first floor, Room 100
When?	during regular library hours (once a month is also a possible answer)

▼ Writing Skills Mini-Lesson: Correcting Usage Problems (p. 106)

There are different ways to correct some of the usage problems. Here are some examples:

The teenagers in my neighborhood didn't have anything to do, and they had nowhere to go. They made noise and littered, but the biggest problem was the fear they caused in the community. Some of the older people were afraid to go out. Finally, we held a community meeting and decided to start a sports program. Now the program is running well, and we don't have any more problems.

▼ Unit 3 Review (p. 107)

Reading Review

1. (2) 2. (2) 3. (4)

Unit 4 Crime and the Law

▼ Lesson 10

After You Read (p. 116)

A. Wording will vary.

1. Linda Brown was black, and the school was segregated, a "whites only" school.
2. He sued the Topeka Board of Education to end segregation.
3. Anyone accused of a crime has the right to legal representation.
4. (1) the right to remain silent

(2) the right to a court-appointed attorney
(3) the right to have an attorney present during questioning

5. (2)

Think About It: Apply Information (p. 117)

B. Practice

Anyone accused of a crime has the right to a court-appointed lawyer.

Life Skill: Read a Bar Graph (p. 119)

Practice

1. about 160,000 female lawyers in 1991. Your number may vary.
2. The numbers increased for both male and female lawyers.
3. There were fewer female lawyers in all years.

▼ Lesson 11

After You Read (p. 123)

A. 1. False
2. True
3. True
4. False
5. False
6. True
7. False
8. False
9. False
10. True

Think About It: Identify the Main Idea (p. 124)

B. Practice

1. My neighborhood has cleaned out the drug gangs.
2. We were all much safer 40 years ago.
3. Sample answer: I am not afraid of crime or criminals.

Life Skill: Analyze a Political Cartoon (p. 127)

Practice

1. Barely Moving
2. a heavy load of crime-related court cases
3. no
4. Sample answer: The U.S. justice system is so overloaded with cases that it can barely move, and may in fact topple over.

▼ Lesson 12

After You Read (p. 132)

A. 1. (2)
2. (4)
3. (2)
4. (1)

Think About It: Follow a Sequence of Events (p. 133)

B. Practice

Possible answers follow. You may have combined some of the events.

2. A man got out.
3. He went up to the Jiffy Mart.
4. The first robber put the shotgun back in his pants.
5. He got the bag of money situated under his arm.
6. He walked to the front of the store.
7. The other fellow got near the door, where the two robbers met.
8. The second robber pulled out his pistol.
9. He put his pistol into the first robber's face.
10. The second robber backed the first robber into the store.
11. The first robber dropped the bag of money.

Life Skill: Read a Parking Ticket (p. 137)

Practice

1. the fines will increase from $5.00 to $7.00
2. at least 10 feet away
3. no
4. the driver's license will not be renewed; the car owner's registration will not be renewed

▼ Writing Skills Mini-Lesson: Using Apostrophes Correctly (p. 138)

Last year, Katrina Smith's car was stolen. The police found it, but its hubcaps were missing. Now Katrina's car has an alarm. It's very loud, and it sometimes goes off when other people's cars get too close to it. Even children's bicycles can set it off. The neighbors don't like it at all. Katrina is concerned about her neighbors' complaints, but she's worried about her car, too.

▼ Unit 4 Review (p. 139)

Reading Review

1. 3, 1, 5, 2, 6, 4
2. (3)

Writing Skills

This handbook reviews the information you learned in the Writing Skills Mini-Lessons in this book.

Fixing Sentence Fragments

A **complete sentence** contains a complete thought. It must have a **subject** (who or what the sentence is about) and a **verb** (what the subject does or is). A **clause** is a group of words that has a subject and a verb. A clause can be **independent** or **dependent.** A sentence is an **independent clause,** because it stands alone. A **sentence fragment** does not contain a complete thought. It cannot stand alone. Here are three kinds of fragments and two ways to fix each one.

1. **Fragment:** Candy, donuts, and potato chips.

   This fragment has no verb. It does not make sense all by itself. To fix it, you must make the fragment into a complete sentence. Add a verb and any other words needed to make a complete thought:
   - Candy, donuts, and potato chips **are bad for your health.**
   - **You should avoid** candy, donuts, and potato chips.

2. **Fragment:** If you want to be healthy.

   This fragment is a dependent clause standing alone. Although it has a subject *(you)* and a verb *(want),* it is not a complete thought. It does not make sense all by itself. To fix it, you can add an independent clause to make the sentence complete. Add a comma after the dependent clause if it comes first.
   - If you want to be healthy, **you must eat right.**
   - **You must eat right** if you want to be healthy.

3. **Fragment:** Eating a lot of fruits and vegetables.

   This fragment also is not a complete thought. It does not make sense all by itself. To fix it, you can add an independent clause. You can also add a verb and any other words needed to make a complete thought:
   - **They have been** eating a lot of fruits and vegetables.
   - Eating a lot of fruits and vegetables **can help you stay healthy.**

Fixing Run-on Sentences

A **run-on sentence** has two or more independent clauses run together with no connecting word or punctuation. When you write complete, separate sentences, your ideas are easy to understand. If you run your sentences together without using connecting words, your ideas will not be clear. Run-on sentences are hard to read. Look at these examples:

- I want a new job I need to make more money.
- I have to start a job search it takes a lot of time.

Here are three ways to fix run-on sentences like the ones above.

1. **Divide the run-on into separate sentences.** Each sentence will have its own *subject* and *verb,* start with a *capital letter,* and end with a *period.*
    - **I want** a new job. **I need** to make more money.
    - **I have** to start a job search. **It takes** a lot of time.
2. **Use a comma and a connecting word like *and, but, or,* and *so* to join two complete sentences.**
    - I need to make more money, **so** I want a new job.
    - I need to start a job search, **but** it takes a lot of time.
3. **Use connecting words like *when, after, because,* and *although* to join a dependent clause and an independent clause.** Remember to add a comma if the dependent clause comes first.
    - I want a new job **because** I need to make more money.
    - **Because** I need to make more money, I want a new job.
    - I have to start a job search **although** it takes a lot of time.
    - **Although** it takes a lot of time, I have to start a job search.

Correcting Usage Problems

There are some problems that many people have when using written English. When you write, watch out for these common usage problems.

1. **Do not use a double negative.** Use only one negative word or word part (*no, not, n't, none*) to express a negative idea.
   Wrong: The teenagers did**n't** have **nothing** to do.
   Right: The teenagers did**n't** have **anything** to do.
   Right: The teenagers had **nothing** to do.

   Wrong: They could**n't** go **nowhere.**
   Right: They could**n't** go **anywhere.**
   Right: They could go **nowhere.**

2. **Do not use double comparisons.** Most one-syllable words are compared by adding the suffixes *-er* or *-est*. Longer words are usually compared using the words *more* and *most*. Do not use both forms together.
   Wrong: They were **more** taller.
   Right: They were taller.

   Wrong: They were **most** fastest.
   Right: They were fastest.

   Wrong: This game is the **most** importantest.
   Right: This game is the **most** important.

3. **Use the word *good* to describe a person, place, or thing. Use the word *well* to describe an action.** *Good* tells what someone or something is like. *Well* tells how something is done.
   Wrong: They play **good.** They are **well** players.
   Right: They play **well.** They are **good** players.

   Wrong: That cake tastes **well.** She cooks **good.**
   Right: That cake tastes **good.** She cooks **well.**

Using Apostrophes Correctly

An **apostrophe** (') is a punctuation mark that is used two different ways:

1. **To form a *contraction*.** Put the apostrophe in place of the missing letters.
   It is the law ➡ It's the law.
   He does not know. ➡ He doesn't know.
   They will not try. ➡ They won't try.
   Do not steal. ➡ Don't steal.
   I am not going. ➡ I'm not going.
   She has not left. ➡ She hasn't left.
   We have not been there. ➡ We haven't been there.
   You could not have known. ➡ You couldn't have known.

2. **To form a *possessive noun*.**
   - **If the noun is singular,** add an apostrophe and the letter *s* (*'s*).
     The store of the man ➡ The man's store
     The rim of the glass ➡ The glass's rim
     The decision of the court ➡ The court's decision
   - **If the noun is plural,** add an apostrophe after the *s* ending (*s'*).
     The car of the robbers ➡ The robbers' car
     The house of our neighbors ➡ Our neighbors' house
   - **If the plural noun doesn't end in *s*,** add apostrophe *s*. (*'s*)
     The voice of the people ➡ The people's voice
     The concerns of the women ➡ The women's concerns

Tip

Do not add an apostrophe
- to form possessive pronouns: *its, hers, yours, ours, theirs.*
- to form a plural noun.
  Wrong: The car lost it's license plate's.
  Right: The car lost **its** license **plates.**
  Wrong: Those book's are their's
  Right: Those **books** are **theirs.**

Word Recognition Strategies

There are two main strategies for figuring out unfamiliar words when you are reading: using context clues and breaking long words into smaller parts. When you are reading, you can combine these strategies to improve your comprehension.

Using Context Clues

When you come to an unfamiliar word in your reading, the words and sentences around it can provide hints. These hints are called **context clues.** Context clues can help you recognize words and figure out the meaning of unfamiliar words. Here are some tips for using context clues to figure out word meanings.

Tips

1. Look for clues to the meaning *after* the unknown word. Look later in the same sentence or in later sentences in the paragraph.
2. Look for a definition of the unknown word in the same sentence or the next sentence.
3. Look for examples to help explain the unknown word.

Recognizing Long Words

If the unknown word is a long word, here are three word division strategies you can use, together with context clues, to help you recognize the word:

1. **Dividing Compound Words**
   A **compound word** is a word made up of two or more words. You can divide a **compound word** into its smaller words: *waste / basket*

Tip If you are reading and come to a word that you don't recognize, see if it has smaller words in it that you do recognize. *waste / basket*

2. **Dividing Words with Prefixes, Roots, and Suffixes**
   Many longer words are made up of word parts called **prefixes, roots,** and **suffixes.** You can divide these words into those parts. The **root** is the part that gives the basic meaning to the word:

   port means "to carry"

A **prefix** is a part added to the beginning of the root to give it a different meaning:

trans means "across"
transport means "to carry across"

A **suffix** is a word part added to the end of a root. Suffixes can change the meaning of the word. They can also change how the word is used in a sentence:

-ation indicates an action or process
transportation means "the process of carrying something across an area"

Tip When you don't recognize a word, look for a prefix, a root, and a suffix. Read the root first. Then add the prefix and the suffix. If you add the meanings of the prefix and the suffix to the meaning of the root, you can usually figure out what the word means.

3. Dividing Words into Syllables

A **syllable** is a word part that has only one vowel sound. You can divide words with two or more syllables into those smaller parts. Here are some tips.

Tips

1. Divide between vowels that have separate sounds: i de a   qui et
2. Do not divide between vowel pairs that make one sound.
   - **A. Long vowel pairs:** eas i er   mov ie
   - **B. Other vowel pairs:** poi son   coun cil
3. Do not divide vowel-consonant clusters: par ent   tow el
4. Divide between double consonants: dol lar   rub ber
5. Divide between a consonant and a blend or digraph: mer chant   en try
6. Divide before a consonant plus *le* at the end of a word: cou ple

Remember: There are exceptions to all these tips. If you say a word you don't recognize the first time you try, try another pronunciation. Keep trying until you hear a word you recognize. Then check it against the context of the reading to see that it makes sense.

The Writing Process

The Writing Process is a series of stages that can help you create a good piece of writing. These stages are shown below.

1. Prewrite, or plan your writing.

A. Think about your topic.

B. List ideas about your topic.

C. Organize your ideas.
- Decide which ideas you will use.
- Decide how you will order them.

2. Write a first draft.

A. Use your ideas from stage 1.

B. Write about your topic.
- Clearly state your main ideas.
- Give appropriate facts, examples, or reasons to support your main idea.

3. Revise your first draft.

A. Check that your draft
  ____ includes your important ideas
  ____ develops the topic with appropriate facts, examples, or reasons
  ____ is clear and easy to understand

B. Make changes to improve your writing.
- You can add, cross out, or move information.
- You can reword sentences

4. Edit your work.

A. Check your draft for errors in
  ____ complete sentences
  ____ correct spelling
  ____ correct punctuation
  ____ correct capitalization
  ____ correct usage

B. Correct any mistakes you find. If you need help, use Writing Skills that begin on page 154 or ask your instructor.

5. Recopy your draft.

A. Write a final draft. Include all of your revising and editing changes.

B. Compare your first and final drafts. Note improvements.

C. Share your final draft with a classmate, a friend, or your instructor.

Reading and Writing for Today's Adults

Voyager

Voyager is a nine-level program that combines a contemporary theme-based approach with the best elements from traditional instruction. It teaches the essential reading, writing, listening, speaking, and critical thinking skills and strategies needed by adults to function on the job and in today's diverse, rapidly changing, and information-rich society.

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Reading and Writing for Today's Adults

Voyager

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Workbook

Voyager

Reading and Writing for Today's Adults

4

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Lesson 1

Think About It: Recognize Problems and Solutions

Many stories involve a central problem and its solution. To understand a story better, identify the central problem. Then look for the way or ways in which the problem is solved in the story. This skill is called **recognizing problems and solutions.**

A. Read the story. Look for the central problem and how it is solved.

Quitter!

Frank stubbed out a cigarette for the fifth time that morning. "I quit!" he cried, also for the fifth time that morning.

"Why do I keep picking them up and lighting them?" he muttered to himself. "Why can't I just quit? Why am I so weak?"

Frank was beginning to realize how hard it would be to stop smoking. At first, he had thought it would be easy. He would just quit. But every time he tried to stop, he eventually lit another cigarette without even thinking. "Why bother?" he was starting to think. Just then his wife, Angie, walked into the room.

"You were coughing in your sleep again," Angie said. "Your chest must hurt."

"Nope," said Frank. "I don't even remember coughing." But his chest did hurt. It also hurt when he tried to run up steps or walk very far. But Frank didn't want to tell Angie that. He knew she was very worried about his health.

She was worried, all right. She was worried that Frank wouldn't keep trying to quit smoking. She knew he would feel better if he quit. She knew that his health would improve if he stayed away from cigarettes. "You still want to quit, don't you?" asked Angie.

Angie didn't want to nag. Nagging Frank would start a fight. But she couldn't keep quiet. "Maybe it's too hard to quit on your own. Maybe you should get some help." She spoke quickly, before Frank could object. "There are lots of stop-smoking programs out there to help people quit. A lot of people must need help if there are so many programs."

Frank didn't interrupt, so Angie continued. "Even with the patch or the gum, they say people succeed more often if they join a support program, too. You could ask the doctor what program to try."

"But it'll cost so much," said Frank. One reason he wanted to quit was to save money, not spend it.

"Not as much as buying cigarettes. And a lot less than it costs to get sick," snapped Angie. Neither of them spoke. Angie turned away. Then she spoke again, very softly. "Please try it—for me."

Frank knew he had lost this argument.

B. Answer the questions.

1. What is the central problem of the story?

____

2. Name two problems that resulted from Frank's smoking.

____

____

3. What solution had Frank already tried?

____

4. Name one solution Angie suggested.

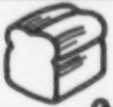
____

Lesson 2

Think About It: Apply Information

When you read informative materials, you may want to use the facts you learn in your own life. Using information this way is called **applying information.**

A. Study this chart. Think of how to use this information.

Food Group	Recommended Daily Intake
 Bread, cereal, rice, and pasta	6–11 servings
Meat, poultry, fish, dry beans, eggs, and nuts	2–3 servings
Milk, yogurt, and cheese	2–3 servings
Fruit	2–4 servings
Vegetables	3–5 servings

B. In the chart below, plan a day's menu. Show what foods you would eat at each meal. Your menu should include at least the minimum number of servings for each food group. Remember that some dishes combine food groups. For example, a salad can have pasta, poultry, and vegetables.

Breakfast	Lunch	Snack/Dessert	Dinner

Lesson 3

Think About It: Understand Cause and Effect

Understanding cause and effect will help you better understand what you read. As you read, you can look for the **causes**—the reasons things happen—and the **effects**—the outcomes, or what happened.

A. Look for causes and effects as you read this article. Sometimes cue words will help you.

Sleep and Your Health

For most people, sleep is enjoyable. It refreshes them and makes them feel good. But did you know that sleep is also an essential part of your life? Without sleep—or without enough sleep—you become unhealthy, even if you eat right and exercise. Sleep is key to staying healthy.

Sleep is a state of restfulness. Going to sleep lowers your body temperature. Sleep also reduces your blood pressure and breathing rate. When you are asleep, you are generally not aware of your surroundings.

Most adults need seven or eight hours of sleep every 24 hours. Children need more sleep than adults. A 10-year-old sleeps from 9 to 12 hours a day, while a 4-year-old averages 10 to 14 hours a day. Babies need the most sleep. Newborns sleep for short periods throughout the day and night. They often wake up only to eat. Then they go back to sleep.

While we sleep, our bodies grow and repair. Certain tissues in the body grow more rapidly during sleep. So sleep is essential for children's normal growth. The body also repairs damaged tissues during sleep. Adults and children need enough sleep for healing.

Sleep deprivation, or lack of sleep, causes all sorts of problems. Most people who go 24 hours without sleep become very irritable. They are not able to remember things well. After three days and nights without sleep, a person does not act normally. For example, the person might start to see things that aren't there. Animals are affected by sleep deprivation, too. In fact, some animals can die from lack of sleep.

You can see that sleep is more than just a refreshing break in our lives. It is an essential part of life itself.

B. Each pair of sentences contains a cause and an effect. Write **C** for **Cause** or **E** for **Effect** on the line in front of the appropriate sentence.

1. _____ A person exercises and eats right, but does not sleep enough.

_____ A person is not generally healthy.

2. _____ A person's temperature, blood pressure, and breathing rate are all reduced.

_____ A person goes to sleep.

3. _____ A young baby wakes up.

_____ A young baby is hungry.

4. _____ A child regularly does not get enough sleep.

_____ A child does not grow normally.

5. _____ A person does not sleep in a 24-hour period.

_____ A person has trouble remembering things.

6. _____ A person starts seeing things that are not there.

_____ A person is deprived of sleep for three days.

7. _____ An animal dies.

_____ An animal is deprived of sleep.

Writing Skills Practice: **Fixing Sentence Fragments**

A **sentence** contains a complete thought. It has a subject and a verb. A sentence is also called an **independent clause** because it can stand alone. A **sentence fragment** is not a complete thought and cannot stand alone. A sentence fragment may have a subject and a verb but is not a complete thought. That kind of fragment is called a **dependent clause.** Here are two ways to fix sentence fragments:

1. **Make the fragment into a complete sentence by adding words needed to complete the thought.**
2. **If a fragment is a dependent clause, you can combine it with an independent clause.** Add a comma after the dependent clause if it comes first.

A. Label each group of words **S** for **Sentence** or **F** for **Fragment.**

1. _____ When I went to the doctor.

2. _____ She took my blood pressure.

3. _____ Then on the scale.

4. _____ The doctor helped me.

5. _____ Told me how to reduce my blood pressure.

6. _____ If you want to get into shape.

7. _____ You have to exercise.

B. Make each fragment from part A into a complete sentence. Write your sentences below.

____

____

____

____

▶ Reading and Writing Practice

A. Read the article and the chart. Answer the questions about each one.

Eating Disorders

Many people have wanted to lose weight at some point. For some people, however, this desire can become overwhelming and can lead to an eating disorder. Eating disorders are dangerous.

People develop eating disorders for complex reasons. For example, one patient's brother died of cancer. She felt a loss of control over her life. Then she found something she *could* control—what she ate. She began to eat less and less. The girl developed anorexia nervosa. Victims of anorexia avoid eating and are afraid to gain weight. The patient almost starved to death.

Bulimia is another eating disorder. Its victims first binge on large amounts of food. Then they get rid of the food by making themselves throw up or by taking laxatives. Experts say that such binging can result from stress or depression.

Whatever the cause, eating disorders are serious illnesses that can cause death. Many victims can recover, however, with appropriate treatment.

1. What do experts think is a possible cause of bulimia?

(1) depression
(2) being ill
(3) feeling out of control
(4) avoiding eating

2. What can be one effect of anorexia nervosa?

(1) overeating
(2) throwing up
(3) almost starving
(4) feeling full

3. If you think a friend may have anorexia, what should you notice?

(1) how many different kinds of food the friend eats
(2) how well-done the friend likes food to be cooked
(3) how often the friend skips meals
(4) what the friend eats between meals

Vitamin	Sources	Effect on the Body	Problems Caused by Lack of Vitamin
Vitamin A	• liver • butter • milk • eggs • fish-liver oils • sweet potatoes • carrots • dark-green leafy vegetables	• helps skin, eyes, and mucous secretions • needed for development of bones and teeth in babies before and after birth	• night blindness • dry eyes • dry skin
Vitamin B_{12}	• eggs • meat • fish • milk products • poultry	• needed for development of red blood cells • needed for proper working of nervous system	• anemia (low red-blood-cell count) • damage to the nervous system
Vitamin C	• citrus fruits • cantaloupe • potatoes • tomatoes • raw cabbage • strawberries	• keeps teeth, bones, and blood vessels healthy • needed for wound healing	• scurvy, a disease that includes anemia, soft gums, and bleeding under the skin • loss of appetite • sore joints
Vitamin D	• eggs • fish-liver oils • enriched milk • sunlight	• needed for the body to use calcium and phosphorus • needed to build strong bones and teeth	• rickets in children • soft bones and bone disease in adults

Source: World Book Encyclopedia, 1997 edition

4. If your eyes are dry, what vitamin might you need?

(1) Vitamin A	(3) Vitamin C
(2) Vitamin B_{12}	(4) Vitamin D

5. A lack of Vitamin D can cause

(1) scurvy	(3) bone disease
(2) night blindness	(4) anemia

6. To get more Vitamin C, you could eat more

(1) fish-liver oils	(3) carrots
(2) citrus fruits	(4) eggs

B. Life Skill Practice Read the application for life insurance below. Then complete the form using your own medical history. If you prefer, make up a medical history.

LCI Insurance Company
APPLICATION

SECTION I: Personal Information

Name:	Sex:	M	F
Address:	Weight:		
Social Security number:	Height:		

SECTION II: Medical Information Check **YES** or **NO** for each question

	YES	NO
1. Have you ever been told that you need surgery?		
2. Have you ever been in a hospital for treatment?		
3. Have you ever had dizziness, fainting spells, or epilepsy?		
4. Have you ever had high blood pressure, chest pain, or heart disease?		
5. Have you ever had cancer?		
6. Have you ever had asthma or other breathing disorder?		
7. Have you ever had arthritis or other disease of the joints, bones, or muscles?		
8. Have you ever had a disease of the eyes, ears, or nose?		
9. Have you ever had disease of the stomach, gallbladder, liver, intestines, or kidneys?		
10. If you are female, are you now pregnant?		
11. Are you receiving any treatment or medicine now?		
12. Have you ever seen a doctor or been treated for any condition not mentioned above?		

SECTION III: Details of Medical Information

If you answered **YES** to any of the 12 questions in Section II, give full details on a separate sheet.

Signature ______________________ Date ______________

C. **Writing Skills Practice** Each paragraph contains several sentence fragments. Rewrite each paragraph and fix the fragments. If necessary, add words to make complete thoughts.

1. Too much sound can hurt your health. Loud sounds can damage the nerves in the ear. Sudden loud sounds. Can cause deafness. If people are surrounded by constant sound. Become tired and irritable. People who sleep near noise. Not get enough rest. People working in loud places. Often get less work done. Than those who work in a quiet setting.

2. The human body needs salt. However, too much salt. Can be unhealthy. Salt can cause your blood pressure to go up. People with high blood pressure. Eat less salt. Salt also makes the body retain water. Some people's legs swell up. If they eat too much salty food. Wise to avoid excess salt if you already have high blood pressure.

Lesson 4

Think About It: Understand Cause and Effect

Consider why things happen as you read. Look for the **causes**—why things happened—and the **effects**—the outcomes, or what happened. This will help you **understand cause and effect.**

A. Look for causes and effects as you read the story.

Aunt Millie's Talents

When I began looking for my first real job, I got advice from all my friends and relatives. One relative, my Aunt Millie, kept trying to sit me down and tell me the story of her first job hunt. I avoided her as long as I could because I thought her story would be a waste of time. One day, I finally gave in. "Okay, Aunt Millie," I said. "I'm listening." I was glad I did.

Millie told me she had always dreamed of going to college. But her father died when Millie was 16, and her mother couldn't support all the kids. Millie had to leave high school and get a job. She wasn't worried about finding work. She was sure she'd be earning lots of money in no time.

The want ads in the paper changed her attitude. Most employers wanted someone with education, or experience, or both. The rest of the ads were for jobs she didn't really want.

Millie decided to go to an employment agency. She knew she didn't have many *skills*, but she had *talents*. She thought that an agency would send her to a dream job right away.

Well, the woman at the Abbott Agency told Millie they didn't have anything for her. But Millie was persistent. She kept telling about her talents, her ability to learn, her desire to succeed, and what a hard worker she was. The head of the agency, Mr. Abbott, was sitting in his office. He was impressed by Millie's enthusiasm. He came out of his office and said, "Young lady, if you can do such a good job selling yourself, you should do a great job selling our agency." He hired Millie on the spot.

Millie became a new accounts manager for the Abbott Agency. She contacted other businesses and sold them on the idea of using Abbott when they needed to hire new employees. She did so well that in 10 years she became vice president of the business.

Millie thought her talent for communicating got her that first job. The woman at the agency told her it was her persistence. I tried both in my job search. They worked for me, too.

B. Read these short passages from the story. Write the cause and the effect on the lines provided.

1. But her father died . . . , and her mother couldn't support all the kids.

cause ______________________________

effect ______________________________

2. . . . her mother couldn't support all the kids. Millie had to leave high school and get a job.

cause ______________________________

effect ______________________________

3. The want ads in the paper changed her attitude. Most employers wanted someone with education, or experience, or both.

cause ______________________________

effect ______________________________

4. She did so well that in 10 years she became vice president.

cause ______________________________

effect ______________________________

5. I tried both [communication and persistence] in my job search. They worked for me, too.

cause ______________________________

effect ______________________________

Lesson 5

Think About It: Locate Key Facts

If you read something to learn specific information, you are **locating key facts.** Key facts often give you essential information.

A. Look for the key facts as you read this selection.

Reading a Job Notice

Employers often post job notices on the company bulletin board to advertise job openings. Company employees can find out about job opportunities, or they may let their friends know about a job opening. Here is a typical job notice. It contains many important facts.

Job Notice

The Shipping Department has an opening for a Shipping Dock Clerk starting May 15. Salary starts at $8.75 per hour. Hours are 8:30 A.M.–5:30 P.M. Overtime available. This job will be advertised in the *Daily Journal* April 1. If you want to apply for this position before it is opened to the public, call June Withers at extension 201 to get an application.

B. Answer the questions.

1. What job is being advertised? ____________________

2. When does the job start? ____________________

3. Does the job notice tell what the job pays? ____________________

4. What are the hours of the job? ____________________

5. When will the job be offered outside the company? ____________________

6. How do employees apply for the job? ____________________

Lesson 6

Think About It: Identify the Main Idea

The **main idea** is the most important point a writer wants to make. You can find

- the main idea of a whole piece of writing
- the main idea of each section with a subhead
- the main idea of each paragraph

A. As you read this article, look for the main idea of each paragraph and the main idea of the whole article.

Preparing for a Job Search

Before you begin a job search, you should look at something very closely—yourself. Knowing about yourself will help you find the right job. You should identify your abilities and interests as well as your needs. What can you offer an employer? What kind of job do you want? How much money do you need to earn? You should explore these and other questions about yourself.

What Do You Like to Do?

First of all, you need to have a good idea of the kind of work you want to do. This will depend partly on your skills, but the most important factors are your own desires. What do you like to do?

Think about the kind of activities you enjoy. Do you like to meet new people? Do you like to work with numbers? Would you rather work with your hands? How much physical activity do you want to do?

Also consider the job environment. Do you like being outdoors? Would you rather work in an office? Do you like a lot of people around, or would you prefer to work alone?

What Do You Do Well?

Next, look at what you have to offer an employer. Consider your skills. Are you good at solving problems? Do you have any special training? For example, can you operate a computer? If so, you might apply for a job in an office. Maybe you have done a lot of yard work. In that case, you might have the skills to work for a landscaper. If you are friendly and outgoing, you might be a good salesperson.

How Important Are Salary, Benefits, and Hours?

You also should think about your needs. One important consideration is salary. Is salary the *most* important consideration for you? If it is, you might choose a job that doesn't fit in other ways—as long as it pays enough money. But think it through. Do you want to take a job that you hate, only to quit or be fired? Salary should not be your only consideration.

Benefits are another important factor. If you have a family, benefits might be more important than salary. Benefits can save you money. For example, some companies provide health insurance for your spouse and children. Others help pay for tuition. Decide how important benefits are to you. Then find out what benefits the companies you are considering offer.

Your schedule is probably an important factor in choosing a job. If you have a family, you have to consider their needs. Or maybe you are taking classes and need flexible hours. Remember, you need to get a job to fit your schedule.

Be sure you have a clear understanding of your interests, skills, and needs before you begin a job search. It will save you time. It will also help you to make the best choice.

B. Underline the sentence in each paragraph that states its main idea. Then write the main idea of the article on the line below.

Writing Skills Practice: **Fixing Run-on Sentences**

A **run-on sentence** is two or more independent clauses run together with no connecting word or punctuation. If you run your sentences together without using connecting words and punctuation signals, your ideas will not be clear. Here are three ways to fix run-on sentences.

1. **Divide the run-on into separate sentences.** Each sentence will have its own subject and verb, start with a capital letter, and end with a period.
2. **Use a comma and a connecting word like *and, but, or,* or *so* to join two independent clauses.**
3. **Use a connecting word like *when, after, because,* or *although* to create a dependent clause and join it to an independent clause.** Remember to add a comma if the dependent clause comes first.

Rewrite these run-on sentences as correct sentences on the lines.

1. I wanted a job in an auto parts store I like cars.

____

2. I don't have any job experience I know how to fix cars.

____

3. I went to an auto parts store I asked for an application.

____

4. I left the experience part blank I included my hobby of fixing cars.

____

5. I handed back my application to the clerk then I asked to see the manager.

____

6. The manager asked some questions he was interested in me.

____

7. I left the store I wondered if I would get the job.

____

Reading and Writing Practice

A. Read the article. Then answer the questions.

First Impressions Count

Your mother always told you that it is what's inside that counts. But it's what's outside that people see first. In some situations, people see you for only a short time before they form a judgment about you. A job interview is just this kind of situation. In the case of a job interview, the employer's judgment is important to you. What's *outside* really does count!

Here are some tips for making a good first impression.

Clothing

What you wear on a job interview is important. Wear clothing that is appropriate for the location. For instance, if you are applying for an office job, wear the kind of clothing that office workers wear. If you are applying for construction work, your clothing can be more casual. It all depends on what job you want. If you want a job in management, dress like a manager.

Grooming

You should always be well-groomed for an interview. This means you should be clean and neat from your hair down to your shoes. A good rule to remember is to be as clean as you would be on a first date. After all, it is your first "date" with a potential employer.

Posture

The way you stand and sit makes an impression. Try to see yourself as someone else would. If you see a person slouching, you might think he or she isn't interested in what's going on. So will an employer. If you sit up straight, you will look alert and interested in the job.

Speech

The way you talk also makes an impression. Don't feel you have to make a speech. Talk clearly and loudly enough to be heard. Many people talk softly when they feel nervous, so make an effort to speak up. It's also best to avoid using slang. For example, say "yes" instead of "yeah."

These tips will help make a good impression at an interview. They will help the real you shine through.

1. What is the main idea of the first paragraph?
(1) Mothers give bad advice.
(2) What's outside counts.
(3) People see you for a short time.
(4) Job interviews don't count.

2. What is the main idea of the "Clothing" section?
(1) Wear office clothes.
(2) Dress like a manager.
(3) What you wear is important.
(4) Construction workers dress casually.

3. To be well-groomed, you should
(1) sit up straight
(2) be neat and clean
(3) avoid using slang
(4) be on a date

4. If you slouch, you will
(1) be more alert
(2) make a good impression
(3) see yourself as the employer does
(4) look as if you don't care

5. Being nervous often causes people to
(1) talk softly
(2) talk clearly
(3) use slang
(4) lose a job

6. Which section would you reread to learn about personal cleanliness?
(1) Clothing
(2) Grooming
(3) Posture
(4) Speech

B. Life Skill Practice Read the want ads. Write the meaning of the abbreviations on the lines. Then answer the questions.

Factory Line. Cookie factory assembly line. F/T. 40 hrs./week. Overtime. Call ASAP 555-1234

1. ______________________________

____

Available Immed. Perm. job for right person. Write Box 511, Attn. Guy Jones.

4. ______________________________

____

Baby Sitter. My home. Eves. 2 children. Refs. req. Call in aft. 555-2244

2. ______________________________

____

Computer Skills? Law office needs temp. inputter. Morn. preferred. Flex. 555-1111

5. ______________________________

____

Deliveries. Messenger wanted. P/T. Drivers lic. nec. Must have own trans. 555-6789.

3. ______________________________

____

Clerk in retail store. Exp. Start immed. Exc. job w/benefits. Call for appt. 555-6767.

6. ______________________________

____

7. Which ad would you respond to if you wanted part-time work and drove your own car? ____________

8. Which ad would you respond to if you were a student with keyboarding skills and wanted to make some extra money? ____________

C. **Writing Skills Practice** Rewrite these run-on sentences as correct sentences.

1. Looking for a job can be difficult it is often frustrating.

2. Sometimes you hear of a job you would like you don't have the right experience.

3. You can't get the job you would be able to do it well.

4. You have to keep looking you may not want to.

5. Don't be discouraged the right job may be around the next corner.

6. You might be the one for the next job it might be the one for you.

7. The job hunt is over you will feel good you have a new job.

▶ Lesson 7

Think About It: Recognize Problems and Solutions

A **problem** is something that needs to be fixed. A **solution** is what fixes or solves it. Many things you read deal with problems and their solutions. To understand those readings, it helps to identify the problems and think of possible solutions.

A. Look for problems and solutions as you read this article.

Halfway House in Neighborhood Causes Concern [redacted]

A halfway house for men just released from prison has been proposed by Hope, Inc., a private social agency. The house would be in the Adams Park area. At a meeting at Adams High School Monday night, members of that neighborhood voiced their concern. Many felt that ex-prisoners in the area would be a danger to their community.

Speaking for Hope, Inc., Phyllis Long explained the social goals of the halfway house. "There is a real need for this house. The men who will live here have little experience living within the rules of society on a day-to-day basis. It is important to help them learn how to be a part of the community. Our goal is to help them do that—and to stop their criminal behavior for good."

Long explained Hope's screening process for the men who would live in the house. The proposed site would house up to six released prisoners at a time. The men would be required to stay at least six months. This would keep the number of new people in the neighborhood to a minimum. No one convicted of a violent crime, such as murder or rape, would be eligible.

Tina Wilton spoke for many Adams Park residents when she said that the halfway house should not be located in their community. Wilton suggested that the Three Corners area to the west would be a better location because there are more apartment buildings and fewer single-family homes there.

Jim McFey is chairperson of the Adams Park Association. He proposed that the association be involved in controlling who moves into the halfway house. This would allow residents to keep out people who might be dangerous or undesirable. Ruth Lee, a local attorney, suggested that Hope, Inc., hold open meetings to discuss the details of the project with the public. "The residents should have control over it," said Lee.

Hope, Inc., will present the project to the zoning board later this month. Several more community meetings are also planned. The zoning board will consider views from the community before approving or denying the project.

B. Fill in the problem/solution worksheet below.

Problem/Solution Worksheet

Step 1. What is the problem?

____

Step 2. What causes are identified?

____

____

Step 3. What possible solutions are given?

____

____

____

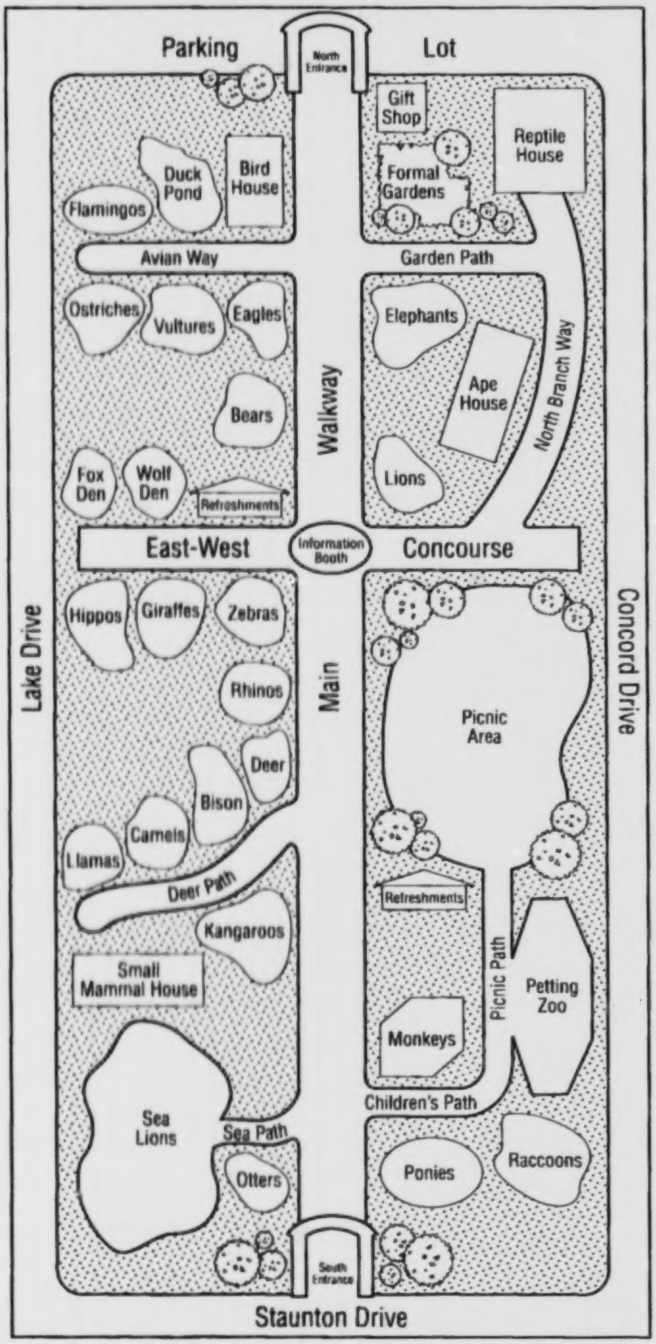
____

Lesson 8

Think About It: Follow Directions

Directions are usually given as a series of steps. When you do what each step tells you, you are **following directions.**

A. Study this map of a city zoo.


Parking
Lot
North Entrance
Gift Shop
Reptile House
Duck Pond
Bird House
Flamingos
Formal Gardens
Avian Way
Garden Path
Ostriches
Vultures
Eagles
Elephants
Ape House
North Branch Way
Bears
Walkway
Lions
Fox Den
Wolf Den
Refreshments
East-West
Information Booth
Concourse
Lake Drive
Hippos
Giraffes
Zebras
Concord Drive
Rhinos
Main
Picnic Area
Deer
Bison
Camels
Llamas
Deer Path
Refreshments
Kangaroos
Small Mammal House
Picnic Path
Petting Zoo
Monkeys
Children's Path
Sea Lions
Sea Path
Otters
Ponies
Raccoons
South Entrance
Staunton Drive

B. Follow each set of directions.

1. **a.** Start at the South Entrance.
   b. Follow the Main Walkway.
   c. Turn left on Deer Path.
   d. Walk to the end of Deer Path.
   What animals are you nearest?

2. **a.** Start at the North Entrance.
   b. Go down the Main Walkway to Garden Path.
   c. Follow Garden Path past the Formal Gardens.
   d. Turn left onto North Branch Way.
   What animals are you nearest?

3. **a.** Start at the South Entrance.
   b. Follow the Main Walkway to the Information Booth.
   c. Turn left on the East-West Concourse.
   d. Pass the zebras and giraffes.
   What animals are next on the left?

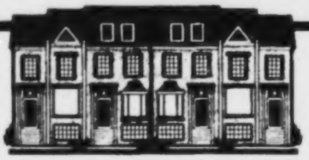
4. **a.** Start at the Information Booth.
   b. Follow the Main Walkway to Children's Path.
   c. Turn left on Children's Path.
   d. After the monkeys, turn left again.
   What path are you on?

Lesson 9

Think About It: Locate Key Facts

When you read something in order to learn specific information, you **locate key facts.** Key facts are often answers to *who, what, where, when, why,* and *how* questions.

A. Read the announcement. Look for the key facts. Then answer the questions.

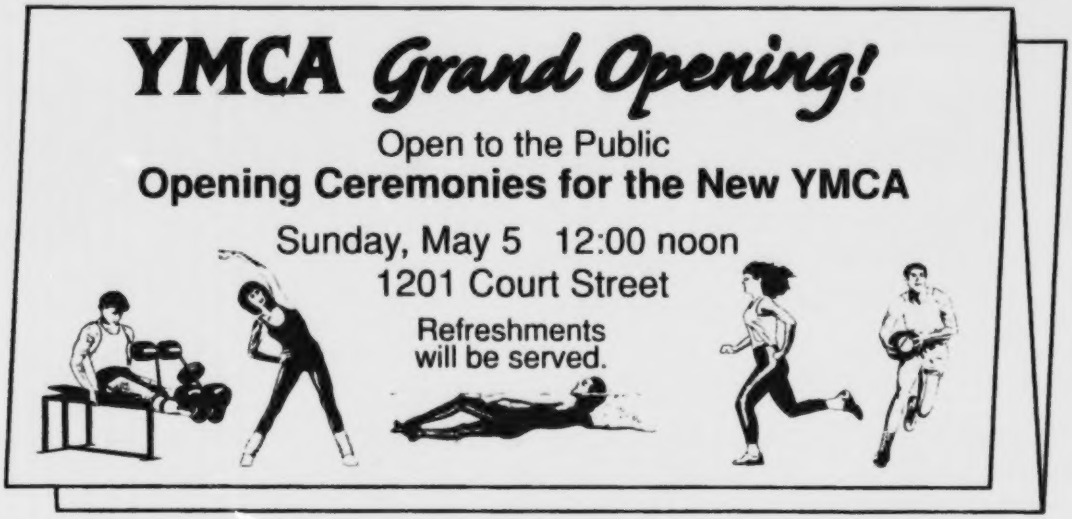


Neighborhood Meeting
Rising Property Taxes

The Sheffield Neighbors Association will hold a meeting on Tuesday, July 7, from 8:00 P.M. to 9:30 P.M. in the basement of St. Jude's Church. Alderman Bernhardt will lead a discussion of what to do about our soaring property taxes. All neighborhood residents are encouraged to attend. Those who are not currently members of the association can sign up at the meeting.

1. What is being announced? ______________________________
2. Who is invited? ______________________________
3. When will it take place? ______________________________
4. Where will it take place? ______________________________
5. What is the purpose? ______________________________
6. Who else will be there? ______________________________
7. How can new members join the association? ______________________________

B. Read the announcement and answer the questions.



YMCA *Grand Opening!*

Open to the Public

Opening Ceremonies for the New YMCA

Sunday, May 5 12:00 noon
1201 Court Street

Refreshments
will be served.

8. What is being announced? ____________________________________

9. Who is invited? ____

10. When will it take place? ____________________________________

11. Where will it take place? ___________________________________

Writing Skills Practice: **Correcting Usage Problems**

When you write, watch out for these common usage problems.

1. **Do not use a double negative.** Use only one negative word or word part (*no, not, n't, none*) in a sentence.
2. **Do not use double comparisons.** Add the suffixes *-er* or *-est* to most one-syllable words to show comparisons. Use the words *more* and *most* with longer words. Do not use both forms together.
3. **Use the word *good* to describe a person, place, or thing. Use the word *well* to describe an action.** *Good* tells what someone or something is like. *Well* tells how something is done.

Choose the correct way to complete each sentence. Write it in the blank.

nobody, anybody	**1.** Our old community center wasn't used by ________________.
emptiest, most emptiest	**2.** Most of the time, it was the ________________ building in town.
good, well	**3.** But inside was a ________________ basketball court.
nothing, anything	**4.** None of us kids could do ________________ about it.
good, well	**5.** But we knew we could play ________________ on that court.
more oftener, more often	**6.** People decided the building should be used ________________.
good, well	**7.** Now the center is used ________________.
good, well	**8.** It is a ________________ place for kids to play.

Reading and Writing Practice

A. Read the article and the bar graph. Answer the questions about each one.

Volunteers in Our Communities [redacted]

Volunteers are people who give their time and skill for no pay. They work for the satisfaction of helping others. I never realized how important volunteers are until I had a bad car accident. A woman trained in first aid by the Red Cross saved my life that day. I decided to take a first-aid class after I recovered.

The Red Cross teaches the four basic steps for giving first aid. These four steps have saved countless lives.

Step 1. Get medical help. (If you are alone with a victim, do step 2 first.)

Step 2. Give urgent care for a life-threatening condition, such as severe bleeding or lack of breathing.

Step 3. Examine the victim for injuries.

Step 4. Treat the victim for shock.

The Red Cross does more than teach first-aid classes. It is a volunteer organization that serves the community. Its goal is to help people who are suffering. Some of the 1.5 million Red Cross volunteers aid communities during disasters. In floods or earthquakes, for example, these volunteers provide first aid, food, clothing, and shelter. The Red Cross also collects more than 6 million units of blood every year.

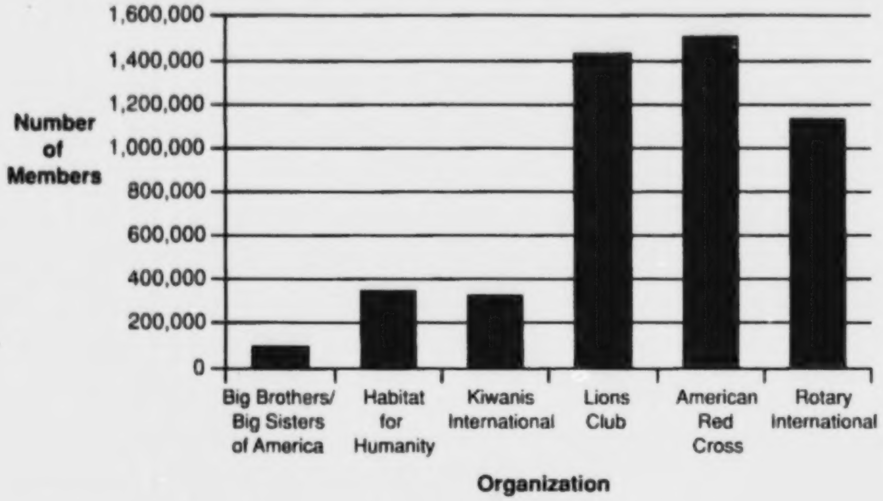
Other volunteer organizations, such as Big Brothers/Big Sisters, Habitat for Humanity, Kiwanis, Lions Clubs, and Rotary Club also have chapters in communities across the country. The most important element of any volunteer organization is the people who volunteer. If you want to volunteer, consider what you can give of your time, your interests, and your abilities. Then look in your phone book or check the library for an organization to call. You'll be glad you did.

1. About how many people volunteer for the Red Cross?
   (1) one half million (2) 1 million (3) 1.5 million (4) 2 million

2. Red Cross volunteers help solve people's problems by
   (1) preventing accidents
   (2) fighting forest fires
   (3) tracking down criminals
   (4) providing food and shelter

3. According to first-aid courses, what should you do first if you are alone with a person who is not breathing?
   (1) Go get help.
   (2) Give urgent care.
   (3) Examine the victim for injuries.
   (4) Treat the victim for shock.

Membership in Volunteer Organizations



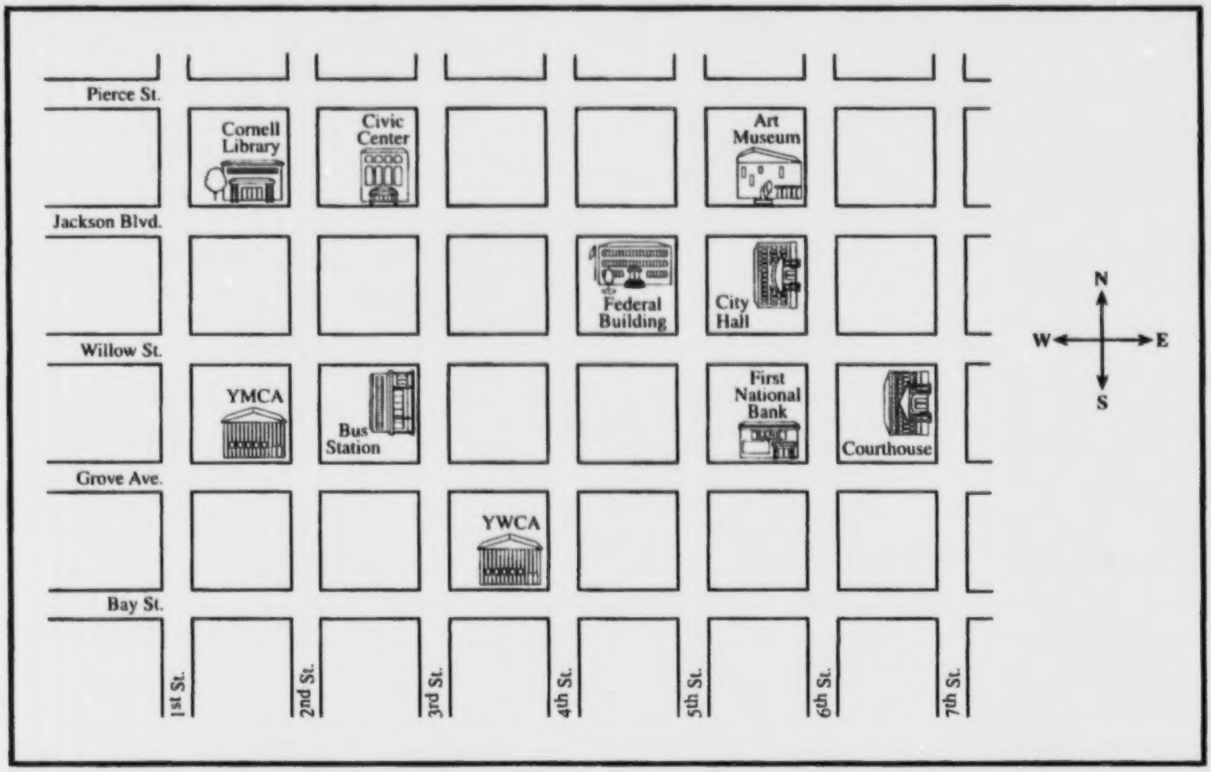
Sources: Encyclopedia of Associations, 29th and 31st editions, unpublished sources.

4. About how many people belong to Lions Clubs?
   (1) 400,000 (2) 800,000 (3) 1,000,000 (4) 1,400,000

5. Which organization has the most volunteers?
   (1) American Red Cross (2) Lions Clubs (3) Rotary (4) Kiwanis

6. About 100,000 people belong to
   (1) Rotary
   (2) Kiwanis
   (3) Habitat for Humanity
   (4) Big Brothers/Big Sisters

B. Life Skill Practice Study the city map. Then follow the directions.


Pierce St.
Jackson Blvd.
Willow St.
Grove Ave.
Bay St.
1st St.
2nd St.
3rd St.
4th St.
5th St.
6th St.
7th St.
Cornell Library
Civic Center
Art Museum
Federal Building
City Hall
YMCA
Bus Station
First National Bank
Courthouse
YWCA
N
S
E
W

1. Start at 3rd Street and Bay Street. Follow 3rd Street until it meets Jackson Boulevard. What building are you near?
   (1) Cornell Library (2) Bus Station (3) City Hall (4) Civic Center
2. Start at 1st Street and Jackson Boulevard. Follow Jackson to the art museum. What is the other street that borders the museum?
   (1) 4th Street (2) 5th Street (3) 6th Street (4) 7th Street
3. Start at Pierce Street and 2nd Street. Follow 2nd Street to Grove. Turn left onto Grove and go five blocks. Turn left and go to the nearest building. What street are you on?
   (1) Jackson Blvd. (2) 7th Street (3) Willow Street (4) 6th Street
4. Start at 4th and Bay Streets. Go north to Willow Street. Turn left and go two blocks. Then go right one block. Turn left. What are you nearest?
   (1) First National Bank (2) Courthouse (3) Cornell Library (4) Federal Building

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C. **Writing Skills Practice** The following sentences have usage problems. Rewrite each sentence correctly.

1. I had jury duty on the most hottest day of the year.

2. I didn't feel like going nowhere.

3. But I knew I had to be a well citizen.

4. The courthouse was more bigger than I expected.

5. The walls didn't have no windows.

6. Even so, I wasn't never hot.

7. That building was made good.

8. Inside it was more cooler than outside.

9. The trial wasn't nothing exciting.

10. But I felt that I did my duty good.

Lesson 10

Think About It: Apply Information

When you read, you may relate the information to your own life or the lives of people you know. When you use information this way, you **apply information.**

A. Read the article.

Roe v. Wade, 1973

When the U.S. Supreme Court makes a decision, that decision becomes the law of the land. All the states are required to follow the Supreme Court's decision, even if many people disagree with it. In 1973, the Court made a decision that affected many people. The decision was based on a case called *Roe v. Wade.*

"Roe" was a woman named Norma McCorvey. She was 22 years old, and she was pregnant. But she did not want to have the baby. She had already given up two babies for adoption. McCorvey wanted to have an abortion.

McCorvey lived in Texas, where abortion was against the law. Nineteen other states allowed abortion. But McCorvey could not afford to travel to any of them. Then she met two lawyers who were willing to file a lawsuit to get the Texas law changed. In the court papers, McCorvey was called "Jane Roe" to protect her privacy.

The lawyers filed suit against Henry Wade, the district attorney of Dallas. Thus, the case became known as *Roe v. Wade.* The lower courts ruled in favor of the Texas law, and the case was appealed to the Supreme Court. When the Supreme Court agreed to hear the case, abortion became a national issue. The Court's decision would apply anywhere in the United States, not just in Texas.

The Supreme Court ruled against the Texas law. The Court said that no state could stop a woman from getting an abortion in the first three months of pregnancy. It went on to say that states could regulate abortion during the second three months of pregnancy only to protect women's health. The Court ruled that during the last three months of pregnancy, states may regulate abortion to protect the interests of both women and the unborn. The right to abortion thus became the law in the United States. That law can change only if the Court reverses its decision in a different case or the Constitution is amended.

B. Answer these questions.

1. The Supreme Court ruling in *Roe v. Wade* affected women
(1) only in Texas
(2) in only 19 states
(3) in all the states
(4) around the world

2. How would the ruling in *Roe v. Wade* affect a pregnant woman?
(1) She would have to give birth.
(2) She would be forced to consider abortion.
(3) She could have an abortion within the first three months.
(4) She would be told of the benefits of adoption.

3. *Roe v. Wade* allows states to regulate abortion to protect women's health
(1) during the first three months of pregnancy
(2) during the second three months of pregnancy
(3) throughout the pregnancy
(4) at no time

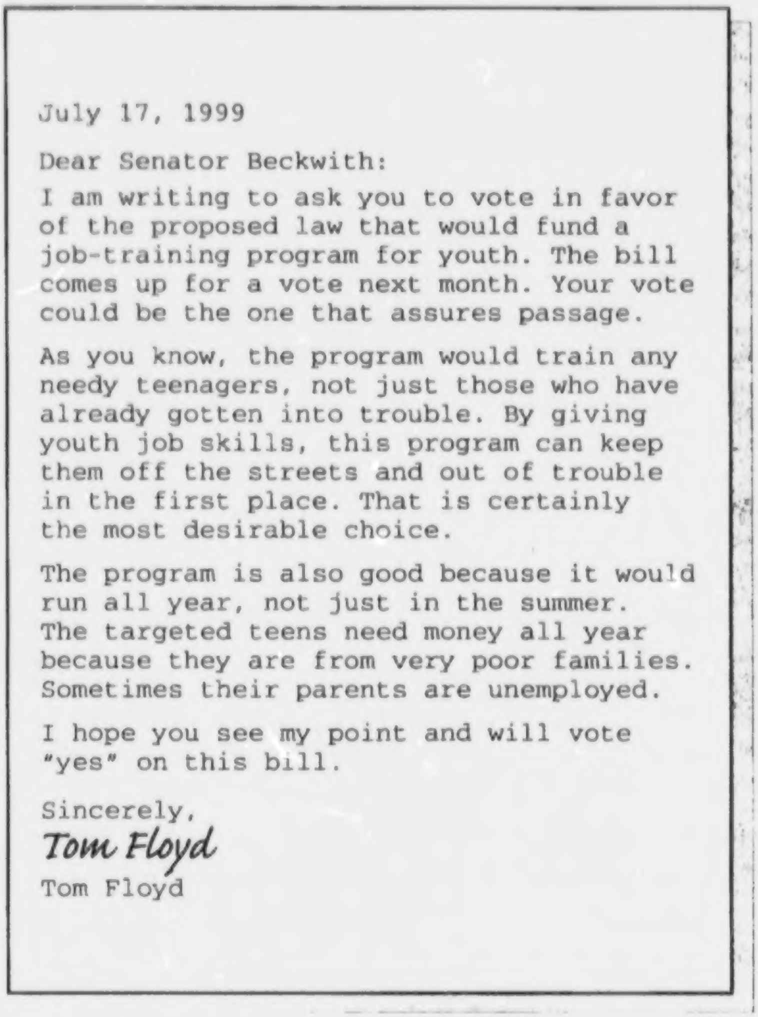
4. One way that a Supreme Court decision can be reversed is
(1) for the Constitution to be amended
(2) for the U.S. Congress to pass a law reversing the decision
(3) for individual states to pass laws reversing the decision
(4) for the Supreme Court to consider the case again

Lesson 11

Think About It: Identify the Main Idea

The **main idea** is the most important point that a writer makes. The main idea may be stated directly anywhere in a piece of writing. Or you may have to figure out the main idea after reading the whole piece.

A. Read the letter. Look for the main idea of the whole letter and the main idea of each paragraph.



July 17, 1999

Dear Senator Beckwith:

I am writing to ask you to vote in favor of the proposed law that would fund a job-training program for youth. The bill comes up for a vote next month. Your vote could be the one that assures passage.

As you know, the program would train any needy teenagers, not just those who have already gotten into trouble. By giving youth job skills, this program can keep them off the streets and out of trouble in the first place. That is certainly the most desirable choice.

The program is also good because it would run all year, not just in the summer. The targeted teens need money all year because they are from very poor families. Sometimes their parents are unemployed.

I hope you see my point and will vote "yes" on this bill.

Sincerely,

Tom Floyd

Tom Floyd

B. Underline the main idea in each paragraph of the letter. Then write the main idea of the letter below.

Lesson 12

Think About It: Follow a Sequence of Events

The **sequence of events** in a story is the order in which things happen. Time-related words such as *when, just as, then, next,* and *finally* can help you follow the sequence of events and understand a story better.

A. Read the story. Pay attention to the sequence in which things happen.

Ernie Finally Learns

Ernie Bancroft was always in trouble. He wasn't a mean person. He never hurt anyone physically. But he was always wanting things that weren't his. When he was only 12, Ernie wanted another kid's bike so much that he just took it. When the other kid saw the bike in Ernie's yard, Ernie got in a little trouble. But it wasn't enough to make him stop. Then when he was 14, he stole a TV set from a local shop. That was serious enough to get Ernie put into a juvenile center after they caught him.

When Ernie was 15, he got out of the juvenile center and went on with his life of crime. Every time he got caught, he was sent back to the same juvenile center. Then something important happened. Ernie turned 18. He wouldn't realize how important it was until he was caught again. A week after his 18th birthday, Ernie stole a car and drove it into the next state. Suddenly, Ernie found himself being treated as an adult criminal. The next thing Ernie knew, he was being led off to prison—real prison—for a long time.

Prison scared Ernie. There were dangerous people there. For the first few months, Ernie just tried to make himself invisible. Then he started spending time in the prison library. There, he started reading law books. Ernie enjoyed learning about all the laws he had broken. He was surprised at how interesting the law was. He began to wish he could work on the right side of the law.

The librarian noticed how many law books Ernie was reading. One day he asked Ernie to join the prison law study group. Ernie jumped at the chance. From that day on, he worked to make his wish come true. He earned his GED and then over 20 college credits in correspondence school.

When Ernie was released, he entered college. He went on to complete a program in paralegal work. A law firm took a chance and hired him as a legal assistant. Ernie learned that working on the right side of the law pays off.

B. Skim the story again and number these events in the correct order.

_____ Ernie stole a TV set.

_____ Ernie started going to the library.

_____ Ernie was sent to prison.

_____ Ernie stole a bike.

_____ Ernie turned 18.

_____ Ernie earned college credits.

_____ Ernie joined a law study group.

_____ Ernie stole a car.

_____ At 14, Ernie was sent to a juvenile center.

_____ A law firm hired Ernie as a legal assistant.

Writing Skills Practice: Using Apostrophes Correctly

An **apostrophe** (') is a punctuation mark that is used two ways:

1. **To form a contraction** Put the apostrophe in place of the missing letters.
2. **To form a possessive noun**
    - **If the noun is singular,** add an apostrophe and the letter s ('s).
    - **If the noun is plural,** add an apostrophe after the s ending (s').
    - **If the plural noun doesn't end in s,** add apostrophe s ('s).

Do not add an apostrophe

- to form possessive pronouns: *its, hers, yours, ours, theirs*
- to form a plural noun

Add apostrophes where they belong in these sentences.

1. We must protect others rights if we want ours protected.

2. Think about womens rights in the workplace.

3. Workers salaries should be equal for men and women who do the same work.

4. In a lot of cases, that isnt true.

5. Women often have to fight for whats rightfully theirs.

6. Think about mens rights in child custody cases.

7. Many men who dont have custody want to see their children more often.

8. We mustnt forget the rights of children.

9. Weve got to protect children from being neglected and abused.

10. In many ways, childrens rights are the most important of all.

Reading and Writing Practice

A. Read the article and the bar graph. Answer the questions about each one.

Three Supreme Court Rulings: 1995

Criminal Law

In 1995, the Supreme Court ruled that police must knock and announce themselves before searching premises for which they have a search warrant. However, if threatened with violence or destruction of evidence, police do not have to knock and announce.

The Environment

The Supreme Court also ruled about the environment that year. The Court said that the government could protect areas where endangered species live. It said the government could restrict certain uses of land if those uses threaten endangered species. It could use this power even on privately owned property.

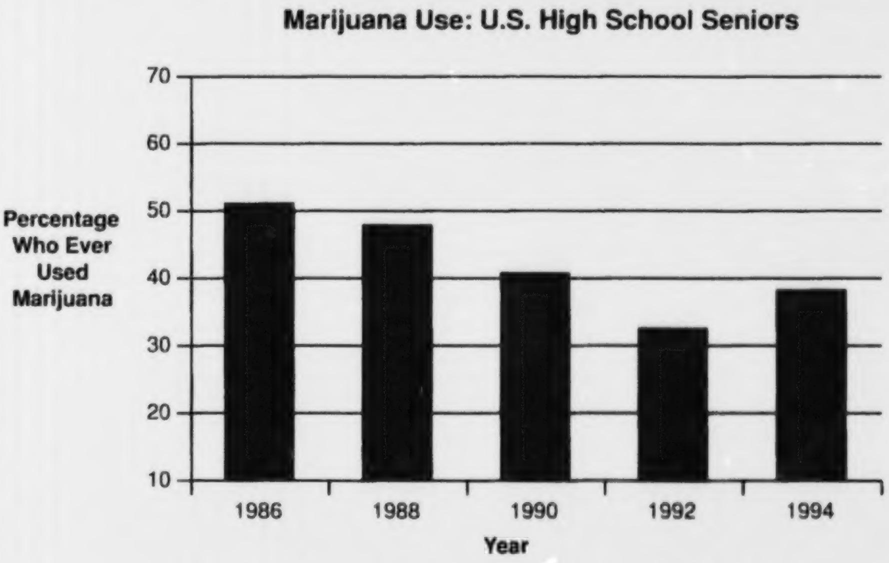
Drug Testing

Again in 1995, the Court ruled that random drug testing of high school athletes was legal. The Court reasoned that the athletes gave up the right to privacy when they shared locker rooms. It was also considered important that students volunteer to be in school sports programs.

1. What is the main idea of the criminal law ruling?
(1) Police must have search warrants.
(2) People shouldn't threaten police.
(3) Searches can become violent.
(4) Police must knock before a search.

2. If an endangered species lives on your property, the government can
(1) restrict what you do with your land
(2) collect money from you
(3) take the animals to zoos
(4) do nothing

3. The 1995 Supreme Court ruling said that which of these people can be made to take a drug test?
   (1) a 17-year-old who plays on her high school basketball team
   (2) a professional baseball player
   (3) an airline pilot who flies hundreds of passengers every day
   (4) a 12-year-old who plays on a summer league softball team



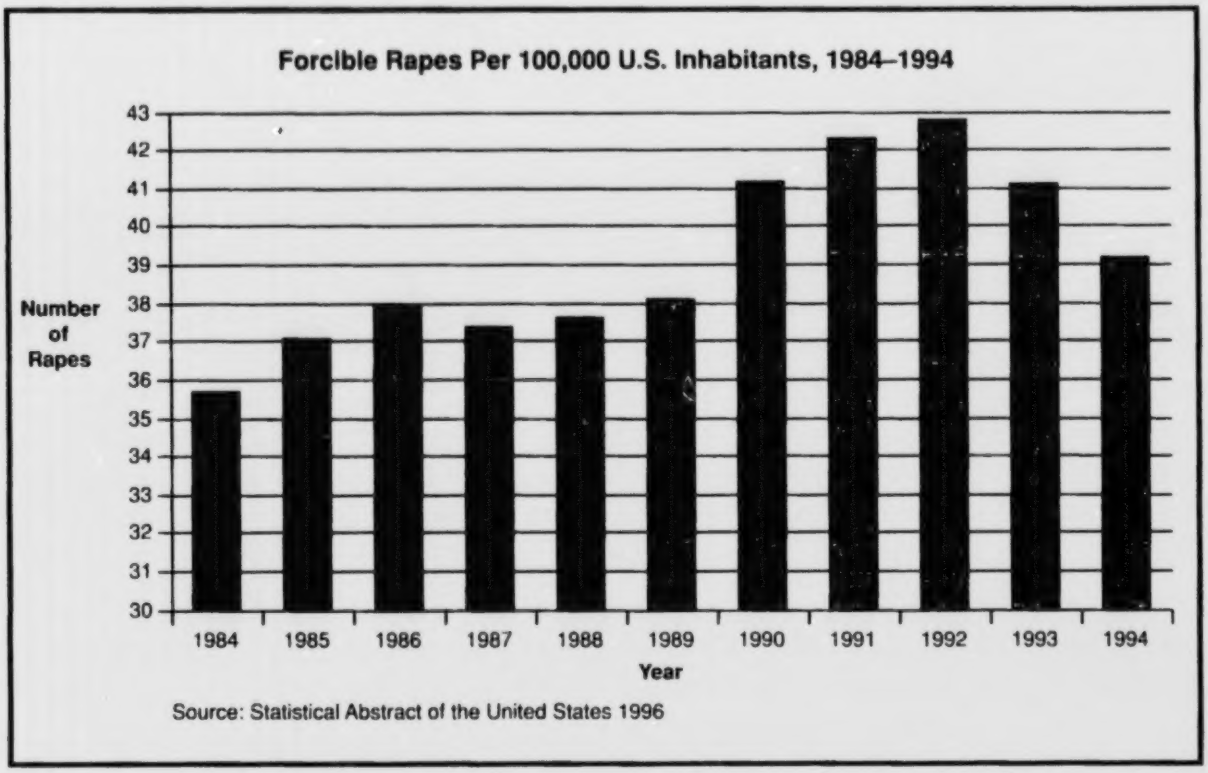
Source: University of Michigan Institute for Social Research

4. What general picture do you get from the graph about marijuana use by high school seniors?
   (1) Almost all high school seniors tried marijuana in 1986.
   (2) Marijuana use went down after 1986, then rose again in 1994.
   (3) Use of marijuana has gone down more than use of other drugs.
   (4) In 1992 many seniors smoked marijuana.

5. When did marijuana use among seniors start to increase?
   (1) after 1992 (2) after 1988 (3) before 1987 (4) before 1990

6. After studying this graph, a person might think the U.S. should
   (1) declare that the war on drugs has succeeded
   (2) make marijuana legal
   (3) strengthen drug education efforts concerning marijuana
   (4) refuse to graduate seniors who smoke marijuana

B. Life Skill Practice Study the bar graph below. Then answer the questions.



Source: Statistical Abstract of the United States 1996

1. About how many forcible rapes occurred per 100,000 people in 1984?

____

2. About how many forcible rapes occurred per 100,000 people in 1994?

____

3. How did the rate of this crime change from 1984 to 1994?

____

4. Between what two years did the rate of forcible rape increase the most?

____

5. What three years showed decreases in the rate of forcible rape?

____

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C. **Writing Skills Practice** Each paragraph has words that need apostrophes. Copy the paragraphs, adding apostrophes where needed.

1. Traffic laws arent the same in all the states of our country. In some states, its legal to use studded snow tires. Other states laws prohibit these tires. Each state has its own rules about certain aspects of driving. It is a drivers duty to learn the traffic laws.

2. Ours is a nation of licenses. Many peoples businesses must be licensed. Dogs need licenses. License plates belong on each cars bumper. In some areas, a vehicle sticker must also be stuck to the windshields inner surface. Sometimes so many licenses are required that people forget to buy theirs. When that happens, they shouldnt be surprised to get a ticket.

Answer Key

When sample answers are given, your answers may use different wording but should be similar to them.

▼ Lesson 1

Think About It: Recognize Problems and Solutions (p. 4)

B. Possible answers:

1. Frank needs to quit smoking but can't.
2. Any two answers are correct: coughing, chest hurting, not being able to run up steps, not being able to walk very far, spending money on cigarettes
3. He tried to just quit.
4. joining a support program *or* asking the doctor what program to try

▼ Lesson 2

Think About It: Apply Information (p. 6)

Answers will vary. Sample answers:

Breakfast	Lunch	Snack/Dessert	Dinner
cereal with milk and banana	vegetable soup with noodles	apple	chicken
toast	tuna sandwich on oat bread	cheese	rice
orange juice	milk	cookies	green beans
			carrots
			whole wheat roll
			milk

▼ Lesson 3

Think About It: Understand Cause and Effect (p. 7)

B. 1. C
E
2. E
C
3. E
C
4. C
E
5. C
E
6. E
C
7. E
C

Writing Skills Practice: Fixing Sentence Fragments (p. 9)

A. 1. F
2. S
3. F
4. S
5. F
6. F
7. S

B. Sample answers:

1. When I went to the doctor, she took my blood pressure.
3. Then I stood on the scale.
5. She told me how to reduce my blood pressure.
6. If you want to get into shape, you have to eat right and exercise.

Reading and Writing Practice (p. 10)

A. 1. (1)
2. (3)
3. (3)
4. (1)
5. (3)
6. (2)

B. Answers will vary.

C. Possible answers:

1. Too much sound can hurt your health. Loud sounds can damage the nerves in the ear. Sudden loud sounds can cause deafness. If people are surrounded by constant sound, they can become tired and irritable. People who sleep near noise may not get enough rest. People working in loud places often get less work done than those who work in a quiet setting.
2. The human body needs salt. However, too much salt can be unhealthy. Salt can cause your blood pressure to go up. People with high blood pressure should eat less salt. Salt also makes the body retain water. Some people's legs swell up if they eat too much salty food. It's wise to avoid excess salt if you already have high blood pressure.

▼ Lesson 4

Think About It: Understand Cause and Effect (p. 14)

B. 1. **cause** Her father died.
effect Her mother couldn't support all the kids.
2. **cause** Her mother couldn't support all the kids.
effect Millie had to leave high school and get a job.
3. **cause** Employers wanted someone with education or experience.
effect Her attitude about getting a job changed.
4. **cause** She did well.

effect She became vice president of the business.
5. **cause** I tried communication and persistence.
effect I got a job.

▼ Lesson 5

Think About It: Locate Key Facts (p. 16)

B. 1. Shipping Dock Clerk
2. May 15
3. yes ($8.75/hr.)
4. 8:30 A.M.–5:30 P.M.
5. April 1
6. Call June Withers at extension 201.

▼ Lesson 6

Think About It: Identify the Main Idea (p. 17)

Here are the main idea sentences you should have underlined:

- Before you begin a job search, you should look at something very closely—yourself.
- First of all, you need to have a good idea of what kind of work you want to do.
- Think about the kind of activities you enjoy.
- Also consider the job environment.
- Consider your skills.
- Salary should not be your only consideration.
- Benefits are another important factor.
- Remember, you need to get a job to fit your schedule.
- Be sure you have a clear understanding of your interests, skills, and needs before you begin a job search.

Sample main idea for the whole article: Look at various important factors about yourself before you choose a job.

Writing Skills Practice: Fixing Run-on Sentences (p. 19)

Sample answers:

1. I wanted a job in an auto parts store because I like cars.
2. Although I don't have any job experience, I know how to fix cars. *or* I don't have any job experience, but I know how to fix cars.
3. I went to an auto parts store, and I asked for an application.
4. I left the experience part blank, but I included my hobby of fixing cars.
5. I handed back my application to the clerk. Then I asked to see the manager. *or* When I handed back my application to the clerk, I asked to see the manager.
6. The manager was interested in me, so he asked some questions. *or* The manager asked some questions because he was interested in me.
7. When I left the store, I wondered if I would get the job.

Reading and Writing Practice (p. 20)

A. 1. (2)
2. (3)
3. (2)
4. (4)
5. (1)
6. (2)

B. 1. full-time
hours
as soon as possible
2. evenings
references
required
afternoon
3. part-time
license
necessary
transportation
4. immediately
permanent
attention
5. temporary
morning
flexible
6. experience
immediately
excellent
with
appointment
7. ad 3: Deliveries
8. ad 5: Computer Skills?

C. Sample answers:

1. Looking for a job can be difficult, and it is often frustrating.
2. Sometimes you hear of a job you would like, but you don't have the right experience.
3. Although you would be able to do it well, you can't get the job.
4. You have to keep looking although you may not want to.
5. Don't be discouraged. The right job may be around the next corner. *or* Don't be discouraged because the right job may be right around the next corner. *or* The right job may be around the next corner, so don't be discouraged.
6. You might be the one for the next job, and it might be the one for you.

7. When the job hunt is over, you will feel good because you have a new job.

▼ Lesson 7

Think About It: Recognize Problems and Solutions (p. 24)

Sample answers:

B. Problem/Solution Worksheet

Step 1. Ex-prisoners need a halfway house to prepare for living in society. But the neighbors don't want it in their neighborhood.

Step 2. Ex-prisoners need to learn about living in a community, but a halfway house may bring dangerous people to the neighborhood.

Step 3. Build a halfway house to help ex-prisoners. Build the halfway house in another neighborhood. Let the neighborhood association control who moves into the halfway house. Hold open meetings to discuss details of the project with the public and give residents control. Give the zoning board community input before it makes a final decision.

▼ Lesson 8

Think About It: Follow Directions (p. 26)

B. 1. llamas
   2. reptiles
   3. hippos
   4. Picnic Path

▼ Lesson 9

Think About It: Locate Key Facts (p. 27)

A. 1. a neighborhood meeting
   2. all neighborhood residents
   3. Tuesday, July 7, 8:00 P.M. to 9:30 P.M.
   4. basement of St. Jude's Church
   5. to discuss property taxes
   6. Alderman Bernhardt
   7. sign up at the meeting

B. 8. YMCA grand opening
   9. the public
   10. Sunday, May 5, 12:00 noon
   11. 1201 Court Street

Writing Skills Practice: Correcting Usage Problems (p. 29)

1. anybody
2. emptiest
3. good
4. anything
5. well
6. more often
7. well
8. good

Reading and Writing Practice (p. 30)

A. 1. (3)
   2. (4)
   3. (2)
   4. (4)
   5. (1)
   6. (4)

B. 1. (4)
   2. (3)
   3. (2)
   4. (3)

C. Sample answers:

1. I had jury duty on the hottest day of the year.
2. I didn't feel like going anywhere.
3. But I knew I had to be a good citizen.
4. The courthouse was bigger than I expected.
5. The walls didn't have any windows. *or* The walls had no windows.
6. Even so, I wasn't ever hot. *or* Even so, I was never hot.
7. That building was made well.
8. Inside it was cooler than outside.
9. The trial wasn't anything exciting. *or* The trial was nothing exciting.
10. But I felt that I did my duty well.

▼ Lesson 10

Think About It: Apply Information (p. 34)

B. 1. (3)
   2. (3)
   3. (2)
   4. (1)

▼ Lesson 11

Think About It: Identify the Main Idea (p. 36)

B. First paragraph: I am writing to ask you to vote in favor of the proposed law that would fund a job-training program for youth.

Second paragraph: By giving youth job skills, this program can keep them off the streets and out of trouble in the first place.

Third paragraph: The program is also good because it would run all year, not just in the summer.

Sample main idea for the letter:
The job-training program is a good idea and should be voted for.

▼ Lesson 12

Think About It: Follow a Sequence of Events (p. 37)

B. 2 Ernie stole a TV set.
7 Ernie started going to the library.
6 Ernie was sent to prison.
1 Ernie stole a bike.
4 Ernie turned 18.
9 Ernie earned college credits.
8 Ernie joined a law study group.
5 Ernie stole a car.
3 At 14, Ernie was sent to a juvenile center.
10 A law firm hired Ernie as a legal assistant.

Writing Skills Practice: Using Apostrophes Correctly (p. 39)

1. We must protect others' rights if we want ours protected.
2. Think about women's rights in the workplace.
3. Workers' salaries should be equal for men and women who do the same work.
4. In a lot of cases, that isn't true.
5. Women often have to fight for what's rightfully theirs.
6. Think about men's rights in child custody cases.
7. Many men who don't have custody want to see their children more often.
8. We mustn't forget the rights of children.
9. We've got to protect children from being neglected and abused.
10. In many ways, children's rights are the most important of all.

Reading and Writing Practice (p. 40)

A. 1. (4)
2. (1)
3. (1)
4. (2)
5. (1)
6. (3)

B. 1. 35 *or* 36
2. 39
3. It increased, then went down again.
4. 1989–1990
5. 1987, 1993, and 1994

C. **1.** Traffic laws aren't the same in all the states of our country. In some states, it's legal to use studded snow tires. Other states' laws prohibit these tires. Each state has its own rules about certain aspects of driving. It is a driver's duty to learn the traffic laws.

2. Ours is a nation of licenses. Many people's businesses must be licensed. Dogs need licenses. License plates belong on each car's bumper. In some areas, a vehicle sticker must also be stuck to the windshield's inner surface. Sometimes so many licenses are required that people forget to buy theirs. When that happens, they shouldn't be surprised to get a ticket.

Voyager

Reading and Writing for Today's Adults

Voyager is a nine-level program that combines a contemporary theme-based approach with the best elements from traditional instruction. It teaches the essential reading, writing, listening, speaking, and critical thinking skills and strategies needed by adults to function on the job and in today's diverse, rapidly changing, and information-rich society.

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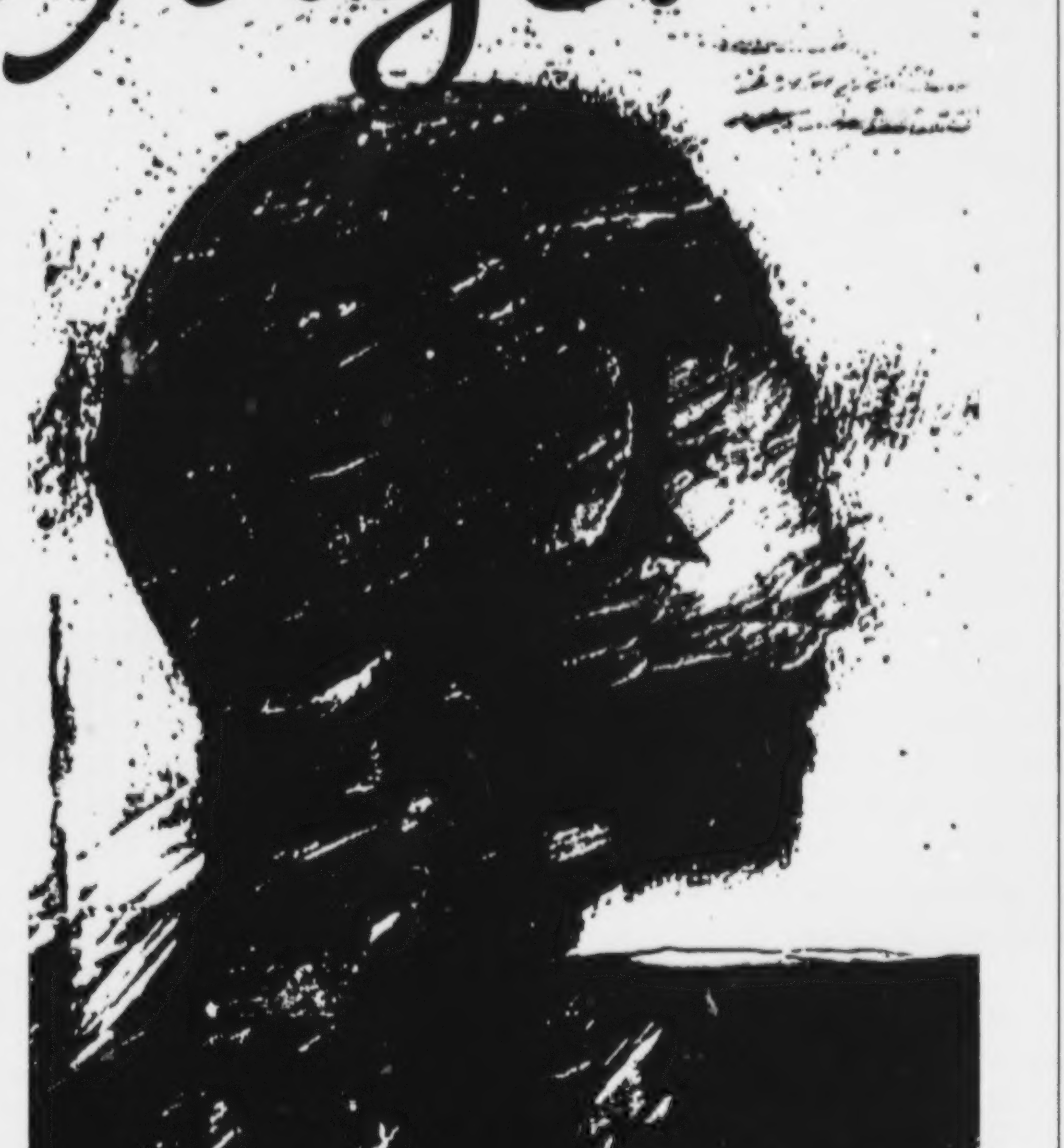
Puzzles

Voyager

Reading and Writing for Today's Adults

4

Emma Iulo



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Answer Key 20

LESSON 1

Words related to a fitness program are listed below. Fill in the missing letters. Then put the letters above numbers in the blanks at the bottom according to their numbers. You will have an interesting comment from Norman Cousins, American writer and publisher. The first letter has been done for you.

$\underset{1}{\underline{H}}EAL\underset{2}{\underline{\quad}}$H

$\underset{3}{\underline{\quad}}$XERC$\underset{4}{\underline{\quad}}$SE

VE$\underset{5}{\underline{\quad}}ET\underset{6}{\underline{\quad}}$BLES

B$\underset{7}{\underline{\quad}}$OOD P$\underset{8}{\underline{\quad}}ES\underset{9}{\underline{\quad}}$URE

E$\underset{10}{\underline{\quad}}ERG\underset{11}{\underline{\quad}}$ LE$\underset{12}{\underline{\quad}}$EL

FR$\underset{13}{\underline{\quad}}$ITS

$\underset{14}{\underline{\quad}}$UICE

CARR$\underset{15}{\underline{\quad}}$TS

$\underset{16}{\underline{\quad}}$IET

$\underset{17}{\underline{\quad}}$EIGHT

Norman Cousins's comment:

$\underset{1}{\underline{H}}\,\underset{3}{\underline{\quad}}\,\underset{6}{\underline{\quad}}\,\underset{8}{\underline{\quad}}\,\underset{2}{\underline{\quad}}\,\underset{11}{\underline{\quad}}$ $\underset{7}{\underline{\quad}}\,\underset{6}{\underline{\quad}}\,\underset{13}{\underline{\quad}}\,\underset{5}{\underline{\quad}}\,\underset{1}{\underline{H}}\,\underset{2}{\underline{\quad}}\,\underset{3}{\underline{\quad}}\,\underset{8}{\underline{\quad}}$ $\underset{4}{\underline{\quad}}\,\underset{9}{\underline{\quad}}$

$\underset{6}{\underline{\quad}}$ $\underset{5}{\underline{\quad}}\,\underset{15}{\underline{\quad}}\,\underset{15}{\underline{\quad}}\,\underset{16}{\underline{\quad}}$ $\underset{17}{\underline{\quad}}\,\underset{6}{\underline{\quad}}\,\underset{11}{\underline{\quad}}$ $\underset{2}{\underline{\quad}}\,\underset{15}{\underline{\quad}}$ $\underset{14}{\underline{\quad}}\,\underset{15}{\underline{\quad}}\,\underset{5}{\underline{\quad}}$

$\underset{4}{\underline{\quad}}\,\underset{10}{\underline{\quad}}\,\underset{2}{\underline{\quad}}\,\underset{3}{\underline{\quad}}\,\underset{8}{\underline{\quad}}\,\underset{10}{\underline{\quad}}\,\underset{6}{\underline{\quad}}\,\underset{7}{\underline{\quad}}\,\underset{7}{\underline{\quad}}\,\underset{11}{\underline{\quad}}$ $\underset{17}{\underline{\quad}}\,\underset{4}{\underline{\quad}}\,\underset{2}{\underline{\quad}}\,\underset{1}{\underline{H}}\,\underset{15}{\underline{\quad}}\,\underset{13}{\underline{\quad}}\,\underset{2}{\underline{\quad}}$

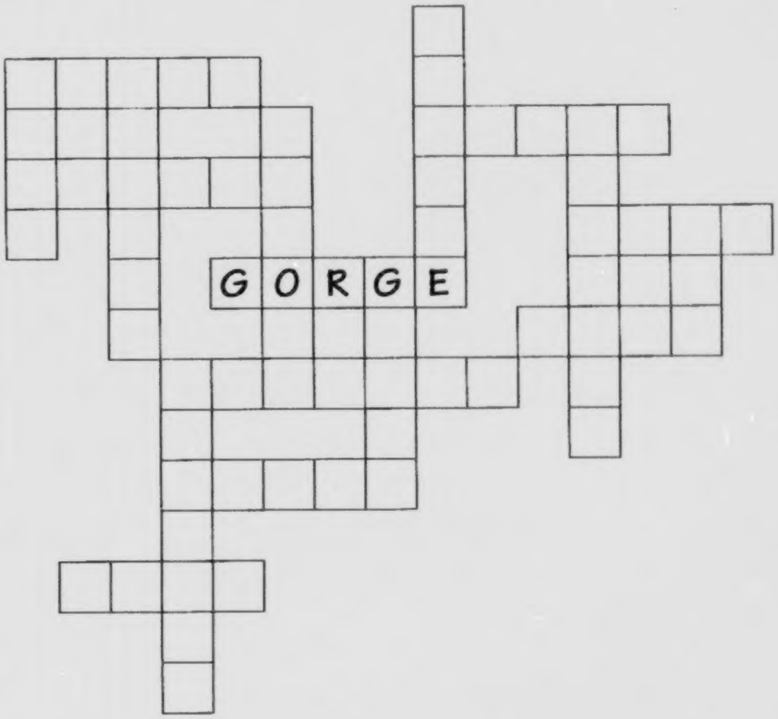
$\underset{1}{\underline{H}}\,\underset{6}{\underline{\quad}}\,\underset{12}{\underline{\quad}}\,\underset{4}{\underline{\quad}}\,\underset{10}{\underline{\quad}}\,\underset{5}{\underline{\quad}}$ $\underset{2}{\underline{\quad}}\,\underset{15}{\underline{\quad}}$ $\underset{5}{\underline{\quad}}\,\underset{15}{\underline{\quad}}$

$\underset{15}{\underline{\quad}}\,\underset{13}{\underline{\quad}}\,\underset{2}{\underline{\quad}}\,\underset{16}{\underline{\quad}}\,\underset{15}{\underline{\quad}}\,\underset{15}{\underline{\quad}}\,\underset{8}{\underline{\quad}}\,\underset{9}{\underline{\quad}}$.

Answers on page 20.

LESSON 2

All the words below can be ways to say "eat." Fit them into the puzzle. Check off each word as you use it. One word has been filled in to get you started. Hint: Now find where to put the 3-letter word.



3 Letters

SUP

4 Letters

DINE
DOWN
GULP
NOSH

5 Letters

DIG IN
✓GORGE
GRAZE
MUNCH
TASTE

6 Letters

DEVOUR
GOBBLE
NIBBLE
SAMPLE

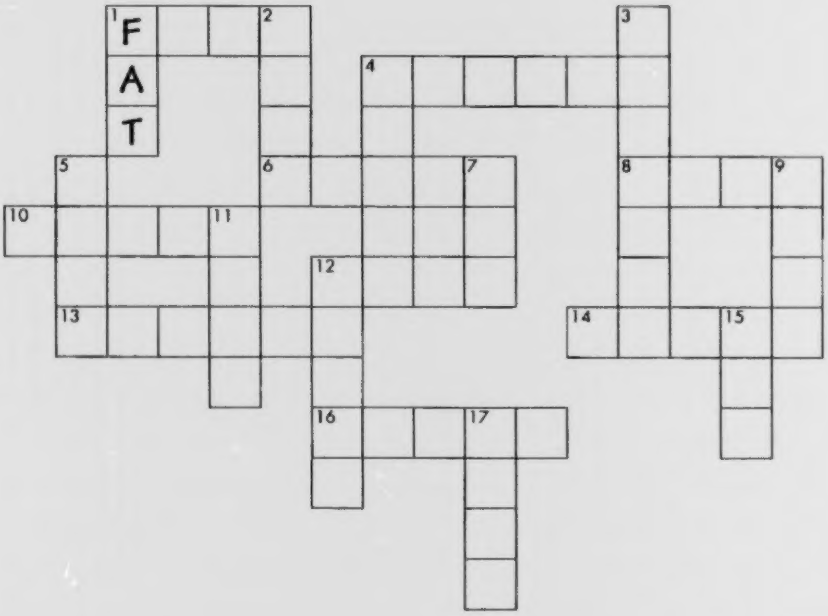
7 Letters

CONSUME
PARTAKE
PUT AWAY

Answers on page 20.

LESSON 3

Change one letter in the underlined clue word and you'll have the answer word. 1 Down has been done to get you started.



Across

1. When was the last time you ate at a ___-food place?
4. Which is better, margarine or ___?
6. Later, Hans will heat ___ for tea.
8. ___ cutlets are a real treat for dinner.
10. Pam would eat out every night if she ___ afford it.
12. Some of this chow is hard to ___.
13. The winner gets a free ___ for two.
14. Speak up if you want your ___ well-done.
16. There is ample reason to believe the ___ cider was not pasteurized.

Down

1. Eat foods that are low in ___.
2. Be sure to ___ that frozen food in the refrigerator.
3. The speaker will present ways to ___ food poisoning.
4. My little girl likes to watch when I make a ___ of cookies.
5. It's a good idea to keep hot ___ hot.
7. Is there a law against selling ___ milk in stores?
9. ___ at this interesting cookbook.
11. Fred likes to ___ at fine restaurants.
12. In my dream, I ate an ice ___ cone.
15. Sue was ill ___ last week.
17. Pat ___ the most weight on this diet.

Answers on page 20.

UNIT 1 REVIEW

Use the clues to help you fill in the words. When you have finished, the boxed letters will spell what a balanced diet will help you do. The first one has been done for you.

____ and butter	$\boxed{B}$ R E A D
Pork and beef	___ ☐ ___ ___
Oranges and grapes	☐ ___ ___ ___ ___
Long- and short-grain ____	___ ☐ ___ ___
Spaghetti and ravioli	___ ___ ___ ☐ ___
Number of basic food groups	☐ ___ ___ ___
Frozen ___ is like ice cream	___ ☐ ___ ___ ___ ___
Oatmeal and corn flakes	___ ___ ☐ ___ ___ ___
Whole and skim ____	___ ___ ☐ ___
Tomatoes have ____ A and C	___ ☐ ___ ___ ___ ___ ___ ___
Tuna and trout	☐ ___ ___ ___
Corn and peas	___ ___ ___ ☐ ___ ___ ___ ___ ___ ___

Answers on page 20.

LESSON 4

Unscramble these words from the story in Lesson 4. When you are done, the boxed letters will spell a phrase meaning "general guideline." The first one has been done for you.

WTRAE W A T E [R]
BUT ___ ☐ ___
LALEB ☐ ___ ___ ___ ___
ESYA ☐ ___ ___ ___

GODO ___ ☐ ___ ___
FRINGE ☐ ___ ___ ___ ___ ___

BOTLTE ___ ___ ☐ ___ ___ ___
NAHD ☐ ___ ___ ___
NMBU ___ ☐ ___ ___
MYNA ☐ ___ ___ ___
JBO ___ ___ ☐

Answers on page 21.

LESSON 5

Look across (→) and down (↓) to find the words below found on an application form. Circle the words in the puzzle. Check off each word as you use it. One word has been done to get you started.

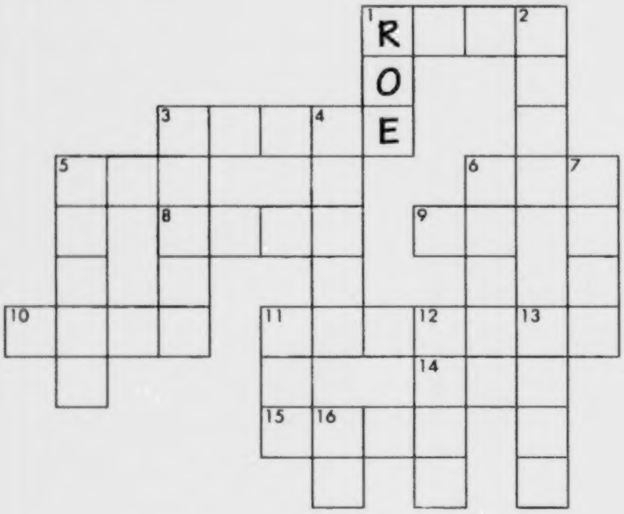
Z	M	E	R	E	F	E	R	E	N	C	E	S	H	W
O	T	D	V	J	E	V	K	W	T	C	W	R	J	O
G	R	U	R	G	G	N	Q	P	Z	E	Z	X	D	R
S	O	C	I	A	L	S	E	C	U	R	I	T	Y	K
I	C	A	H	D	B	L	A	N	Z	T	L	V	Q	P
G	J	T	F	D	T	R	A	I	N	I	N	G	P	E
N	J	I	C	R	W	K	I	R	A	F	W	S	X	R
A	E	O	Q	E	V	O	C	I	T	I	Z	E	N	M
T	C	N	V	S	H	R	L	X	C	C	G	R	N	I
U	O	P	O	S	I	T	I	O	N	A	Z	N	B	T
R	S	W	G	V	R	Z	C	N	M	T	C	A	I	D
E	M	P	L	O	Y	M	E	N	T	E	D	M	W	J
R	H	S	I	M	E	U	N	L	V	O	Q	E	Z	O
N	S	X	M	T	Y	Z	S	V	S	D	T	B	R	J
S	D	Z	D	S	U	P	E	R	V	I	S	O	R	M

✓ADDRESS
CERTIFICATE
CITIZEN
EDUCATION
EMPLOYMENT
LICENSE
NAME
POSITION
REFERENCES
SIGNATURE
SOCIAL SECURITY
SUPERVISOR
TRAINING
WORK PERMIT

Answers on page 21.

LESSON 6

All the answers use only letters from the word *NETWORK*. Each letter is used only once in an answer. 1 Down has been done for you.



Across

1. Lease, as an apartment
3. Used a pencil or pen
5. Number of nickels in a dime
6. Water-soaked
8. Was informed about
9. Up-___-date (modern)
10. Larger than a village
11. Small songbird
13. You and I
14. Rock containing metal
15. Tie the ___ (get married)

Down

1. Fish eggs
2. Musical note: dial ___
3. Roused from sleep: I was ___ by a loud noise.
4. Observation ___ (tall structure used as a lookout)
5. Male voice higher than baritone
6. Came in first
7. Ripped: I __ up the letter.
11. Pan used in Chinese cooking
12. Brief letter
13. Opposite of came
16. In ___ time at all (quickly)

Answers on page 21.

UNIT 2 REVIEW

Use the clues to help you fill in the blanks with the names of occupations. After you fill in the blanks, the boxed letters will spell the name of another important occupation.

A person who:

Cooks in a restaurant ___ ___ ___ ☐

Paints pictures ___ ___ ___ ☐ ___ ___

Gives medical checkups ___ ___ ___ ___ ___ ☐

Repairs water pipes ___ ___ ___ ___ ___ ☐ ___

Grows food ☐ ___ ___ ___ ___ ___

Flies a plane ___ ☐ ___ ___ ___

Shows the way: tour ___ ☐ ___ ___ ___ ___

Holds classes ___ ___ ___ ___ ☐ ___ ___

Writes books ___ ___ ☐ ___ ___ ___

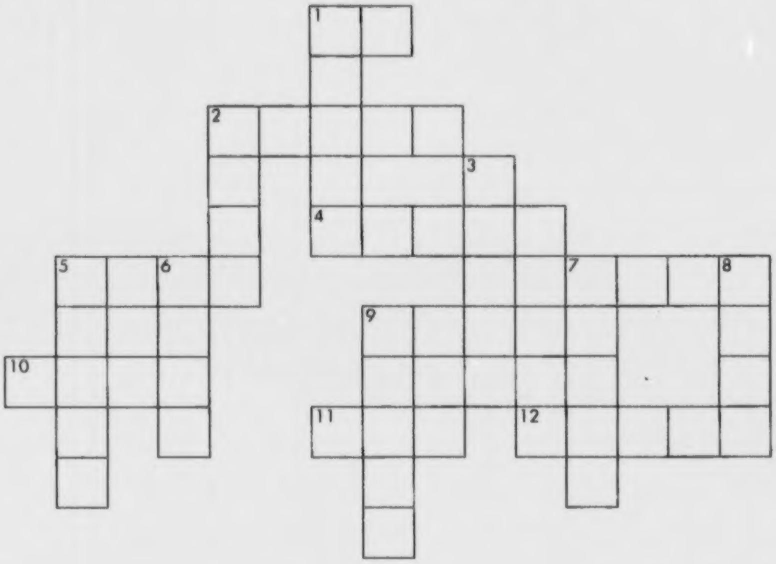
Makes bread ___ ___ ___ ☐ ___

Cares for sick people ___ ___ ☐ ___ ___

Answers on page 21.

LESSON 7

Each answer rhymes with the underlined clue word.



Across

1. He does not know which way to ___.
2. There are some rules for swimming in ___.
4. Mom said out loud, "You make me ___."
5. We all choose to win, not ___.
7. We drove a load down the ___.
9. Jan has a chance to go to the ___.
10. "No pain, no ___."
11. When class is done, let's go for a ___.
12. Two points more, and we'll even the ___.

Down

1. The Boy Scout troop will hike as a ___.
2. Do you know for sure that this water is ___?
3. Kim lost her money, and that's not ___!
5. "It's late," said Steve, "so it's time to ___."
6. Do you think that boat will ___?
7. My dream to teach is within my ___.
8. I just love the coo of a ___.
9. That was a shout, without a __.

Answers on page 22.

LESSON 8

Start with the word at the top. Change one letter to get the next word. Use the clues to help. The first one is done for you.

B O Y S

Playthings T O Y S

Opposite of bottoms ___ ___ ___ ___

Hits lightly ___ ___ ___ ___

Video___ ___ ___ ___ ___

Sleeveless garment ___ ___ ___ ___

Be concerned about ___ ___ ___ ___

Remove a peel ___ ___ ___ ___

P A R K

F R O G

Opposite of to ___ ___ ___ ___

School dance ___ ___ ___ ___

Urge on ___ ___ ___ ___

Walk slowly ___ ___ ___ ___

A secret plan ___ ___ ___ ___

Narrow opening ___ ___ ___ ___

Chimney powder ___ ___ ___ ___

12 inches ___ ___ ___ ___

Grub, chow ___ ___ ___ ___

Loving ___ ___ ___ ___

P O N D

Answers on page 22.

LESSON 9

Use the clues to help you fill in the blanks. The boxed letters will name a service provided by many libraries.

A public display ___ ___ ___ ☐ ___ ___ ___
The New York Times or *USA Today* ☐ ___ ___ ___ ___ ___ ___ ___ ___
Tales ___ ☐ ___ ___ ___ ___ ___
At no cost ___ ___ ☐ ___
Use a book ☐ ___ ___ ___
Use the brain ___ ___ ___ ☐ ___
Used to unlock a door ___ ☐ ___
Name of a book ___ ___ ☐ ___ ___

Time or *People* ___ ___ ___ ☐ ___ ___ ___ ___
Not statewide ___ ___ ☐ ___ ___
A piece of information ___ ___ ☐ ___
Laptop ___ ___ ___ ___ ___ ___ ___ ☐ ___
Hit the ___ (study) ___ ___ ___ ___ ☐
Group of learners ___ ___ ___ ☐ ___

Answers on page 22.

UNIT 3 REVIEW

Each answer is the *opposite* of its clue. Put the letters above numbers in the blanks at the bottom. You will have a statement by George Bernard Shaw, Irish-born playwright.

Narrow ___1 ___ ___ ___

Straight ___ ___ ___ ___ ___ ___2 ___

Late ___ ___3 ___ ___ ___

Major ___ ___ ___ ___ ___4

Hinder ___ ___ ___5 ___

Follow ___ ___ ___ ___6

Push ___7 ___ ___ ___

Lose ___ ___ ___8

Least ___ ___ ___ ___9

Young ___10 ___ ___

Left ___ ___ ___ ___11 ___

Below ___ ___ ___ ___12 ___

Sell ___ ___ ___13

Different ___14 ___ ___ ___

Private ___ ___15 ___ ___ ___ ___

Seldom ___ ___16 ___ ___ ___

George Bernard Shaw's statement:

___1 ___2   ___3 ___4 ___2   ___3 ___5 ___5   ___6 ___2 ___7 ___2 ___8 ___6 ___2 ___8 ___9

___10 ___8   ___10 ___8 ___2   ___3 ___8 ___10 ___9 ___11 ___2 ___4,   ___2 ___12 ___2 ___4 ___13

___14 ___10 ___15 ___5   ___10 ___16   ___15 ___14   ___10 ___8   ___2 ___3 ___4 ___9 ___11.

Answers on page 22.

LESSON 10

Look across (→) and down (↓) to find the states listed below. Circle the names in the puzzle. Check off each word as you use it.

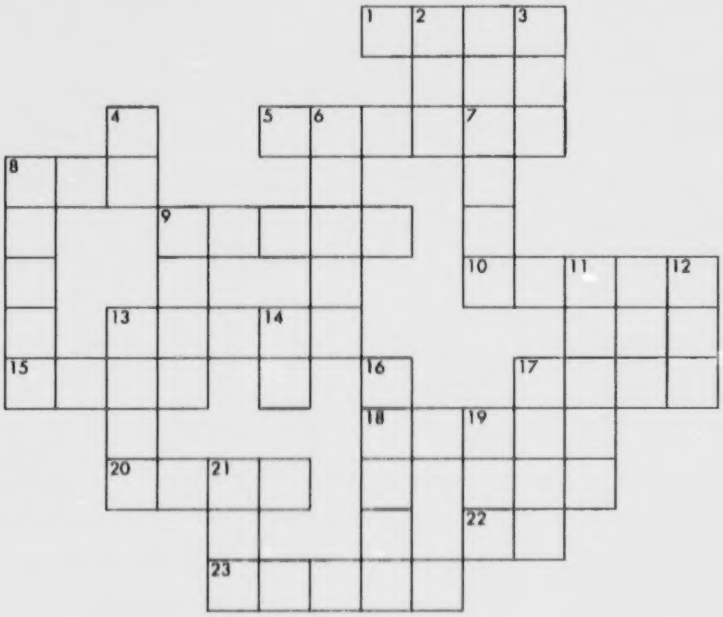
N	D	N	E	W	H	A	M	P	S	H	I	R	E	L
O	N	D	C	V	A	A	Z	G	X	Q	B	O	T	U
R	I	O	W	A	W	W	P	Q	L	O	D	H	R	R
T	X	C	G	C	A	L	I	F	O	R	N	I	A	L
H	N	C	Z	A	I	D	N	Q	U	Z	F	O	L	X
D	F	O	B	R	I	M	D	S	I	D	A	H	O	V
A	G	N	M	I	S	S	I	S	S	I	P	P	I	N
K	A	N	J	Z	S	D	A	F	I	Q	A	H	R	R
O	R	E	G	O	N	L	N	K	A	U	T	A	H	M
T	J	C	E	N	Y	K	A	V	N	G	L	H	R	O
A	Q	T	G	A	L	A	S	K	A	K	M	K	V	N
Z	T	I	X	L	I	N	O	C	U	U	A	K	L	T
A	H	C	Z	P	P	S	F	L	O	R	I	D	A	A
A	Q	U	C	A	L	A	B	A	M	A	N	O	V	N
V	I	T	E	X	A	S	S	C	J	Q	E	Y	G	A

ALABAMA
ALASKA
ARIZONA
CALIFORNIA
CONNECTICUT
FLORIDA
HAWAII
IDAHO
INDIANA
IOWA
KANSAS
LOUISIANA
MAINE
MISSISSIPPI
MONTANA
NEW HAMPSHIRE
NORTH DAKOTA
OHIO
OREGON
TEXAS
UTAH

Answers on page 23.

LESSON 11

All the answers use only letters from the word *CARTOONS.*



Across

1. ___ beer (a soft drink)
5. Cardboard box
8. Tabby or calico
9. Shoreline
10. They shine at night.
13. Sing in a soft, low voice
15. ASAP: As ___ as possible
17. Ripped: His shirt was ___ on a nail.
18. One who appears in plays
20. Mexican snack
22. Opposite of yes
23. Cook meat in an oven

Down

2. A cereal grass
3. 2,000 pounds
4. ___ last (finally)
6. Crime of purposely setting fire to a property
7. Used to row boats
8. Outer clothing
9. ___ on the cob
11. Nut of the oak tree
12. A person's male child
13. Price
14. Opposite of off
16. Small wagons
17. Opposite of from
19. Light brown color
21. Auto

Answers on page 23.

LESSON 12

Unscramble these words from the story in Lesson 12. When you are done, the boxed letters will tell what the robbers were after.

GEL ___ ☐ ___
SKATED ___ ___ ☐ ___ ___ ___
PLOTSI ___ ___ ☐ ___ ___ ___
DALY ___ ___ ___ ☐

DREAM ___ ___ ☐ ___ ___
BROBRE ___ ☐ ___ ___ ___ ___
TRONF ___ ___ ___ ☐ ___
FLELWO ___ ☐ ___ ___ ___ ___
YAAW ___ ___ ___ ☐

Answers on page 23.

UNIT 4 REVIEW

Most of the words below are related to legal procedures. Fill in the missing letters. Then put the letters above numbers in the blanks at the bottom. You will have a statement about the law by Abraham Lincoln.

LA$\underset{1}{___}$SUI$\underset{2}{___}$

$\underset{3}{___}$NYT$\underset{4}{___}$ING

PO$\underset{5}{___}$IC$\underset{6}{___}$MAN

$\underset{7}{___}$EIGH$\underset{8}{___}$ORHOOD

E$\underset{9}{___}$EWITNES$\underset{10}{___}$

$\underset{11}{___}$OURTRO$\underset{12}{___}$M

OVE$\underset{13}{___}$RULE

FIN$\underset{14}{___}$ERPR$\underset{15}{___}$NT

HAN$\underset{16}{___}$CUF$\underset{17}{___}$S

LINEU$\underset{18}{___}$

Abraham Lincoln's statement:

$\underset{2}{\_\_\_}\,\underset{4}{\_\_\_}\,\underset{6}{\_\_\_}$ $\underset{8}{\_\_\_}\,\underset{6}{\_\_\_}\,\underset{10}{\_\_\_}\,\underset{2}{\_\_\_}$ $\underset{1}{\_\_\_}\,\underset{3}{\_\_\_}\,\underset{9}{\_\_\_}$ $\underset{2}{\_\_\_}\,\underset{12}{\_\_\_}$ $\underset{14}{\_\_\_}\,\underset{6}{\_\_\_}\,\underset{2}{\_\_\_}$ $\underset{3}{\_\_\_}$

$\underset{8}{\_\_\_}\,\underset{3}{\_\_\_}\,\underset{16}{\_\_\_}$ $\underset{5}{\_\_\_}\,\underset{3}{\_\_\_}\,\underset{1}{\_\_\_}$ $\underset{13}{\_\_\_}\,\underset{6}{\_\_\_}\,\underset{18}{\_\_\_}\,\underset{6}{\_\_\_}\,\underset{3}{\_\_\_}\,\underset{5}{\_\_\_}\,\underset{6}{\_\_\_}\,\underset{16}{\_\_\_}$ $\underset{15}{\_\_\_}\,\underset{10}{\_\_\_}$

$\underset{2}{\_\_\_}\,\underset{12}{\_\_\_}$ $\underset{6}{\_\_\_}\,\underset{7}{\_\_\_}\,\underset{17}{\_\_\_}\,\underset{12}{\_\_\_}\,\underset{13}{\_\_\_}\,\underset{11}{\_\_\_}\,\underset{6}{\_\_\_}$ $\underset{15}{\_\_\_}\,\underset{2}{\_\_\_}$

$\underset{10}{\_\_\_}\,\underset{2}{\_\_\_}\,\underset{13}{\_\_\_}\,\underset{15}{\_\_\_}\,\underset{11}{\_\_\_}\,\underset{2}{\_\_\_}\,\underset{5}{\_\_\_}\,\underset{9}{\_\_\_}$.

Answers on page 23.

ANSWER KEY

Lesson 1

HEALTH

EXERCISE

VEGETABLES

BLOOD PRESSURE

ENERGY LEVEL

FRUITS

JUICE

CARROTS

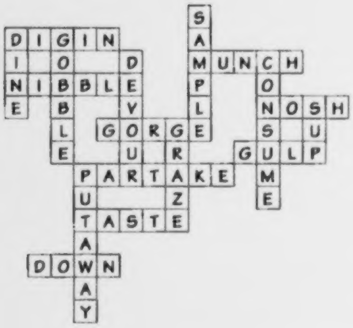
DIET

WEIGHT

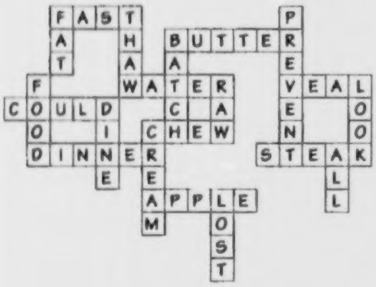
Norman Cousins's comment:

HEARTY LAUGHTER IS
A GOOD WAY TO JOG
INTERNALLY WITHOUT
HAVING TO GO
OUTDOORS.

Lesson 2


DIG IN
DINE
NIBBLE
GOBBLE
DEVOUR
SAMPLE
MUNCH
CONSUME
NOSH
SUP
GORGE
GULP
PARTAKE
GRAZE
PUT AWAY
TASTE
DOWN

Lesson 3


FAST
FAT
THAW
BUTTER
PREVENT
WATER
VEAL
COULD
FOOD
DINNER
CHEW
STEAK
LOOK
CREAM
APPLE
COST
ALL

Unit 1 Review

BREAD
MEAT

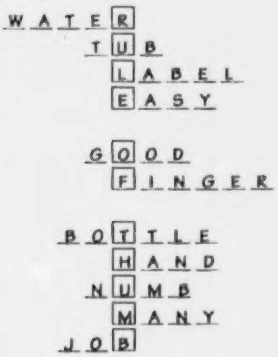
FRUIT
RICE
PASTA

FIVE
YOGURT
CEREAL

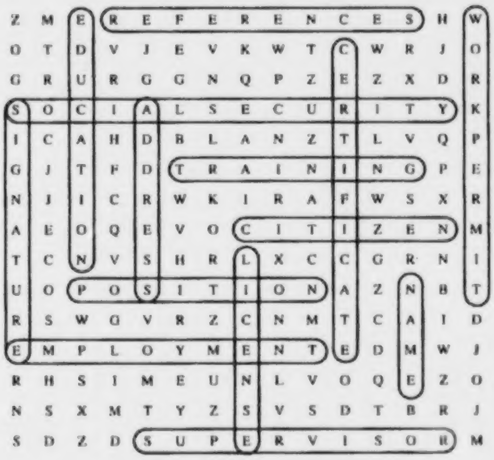
MILK
VITAMINS
FISH
VEGETABLES

ANSWER KEY

Lesson 4

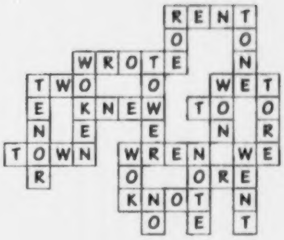

WATER
TUB
LABEL
EASY
GOOD
FINGER
BOTTLE
HAND
NUMB
MANY
JOB

Lesson 5

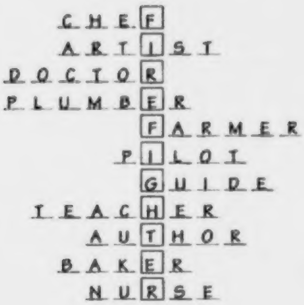


Z M E R E F E R E N C E S H W
O T D V J E V K W T C W R J O
G R U R G G N Q P Z E Z X D R
S O C I A L S E C U R I T Y K
I C A H D B L A N Z T L V Q P
G J T F D T R A I N I N G P E
N J I C R W K I R A F W S X R
A E O Q E V O C I T I Z E N M
T C N V S H R L X C C G R N I
U O P O S I T I O N A Z N B T
R S W G V R Z C N M T C A I D
E M P L O Y M E N T E D M W J
R H S I M E U N L V O Q E Z O
N S X M T Y Z S V S D T B R J
S D Z D S U P E R V I S O R M

Lesson 6

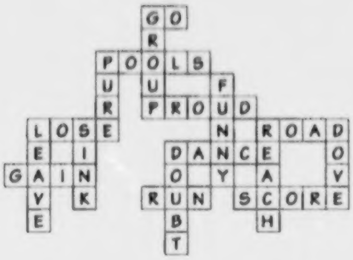

RENT
WROTE
TWO
WET
KNEW
TO
TOWN
WREN
WE
ORE
KNOT

Unit 2 Review


CHEF
ARTIST
DOCTOR
PLUMBER
FARMER
PILOT
GUIDE
TEACHER
AUTHOR
BAKER
NURSE

ANSWER KEY

Lesson 7


GO
R
POOLS
U U F
R PROUD
LOSE N ROAD
E I DANCE O
GAIN O Y A V
V K RUN SCORE
E B H
T

Lesson 8

BOYS
TOYS
TOPS
TAPS
TAPE
CAPE
CARE
PARE
PARK

FROG
FROM
PROM
PROD
PLOD
PLOT
SLOT
SOOT
FOOT
FOOD
FOND
POND

Lesson 9

EXHIBIT
NEWSPAPER
STORIES
FREE
READ
THINK
KEY
TITLE

MAGAZINE
LOCAL
FACT
COMPUTER
BOOKS
CLASS

Unit 3 Review

WIDE
CROOKED
EARLY
MINOR
HELP
LEAD
PULL
WIN

MOST
OLD
RIGHT
ABOVE
BUY
SAME
PUBLIC
OFTEN

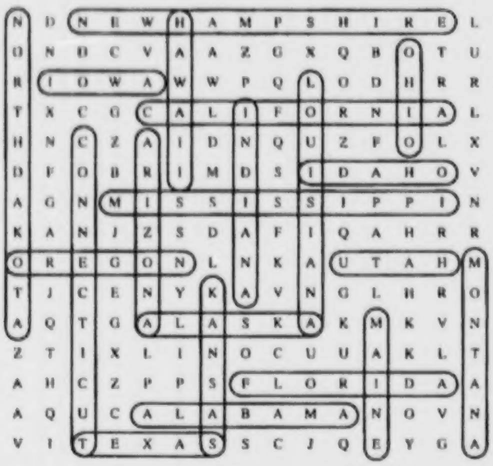
George Bernard Shaw's statement:

WE ARE ALL DEPENDENT
ON ONE ANOTHER EVERY
SOUL OF US ON EARTH

BEST COPY AVAILABLE

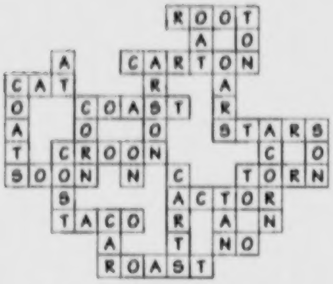
ANSWER KEY

Lesson 10



N	D	N	E	W	H	A	M	P	S	H	I	R	E	L
O	N	B	C	V	A	A	Z	G	X	Q	B	O	T	U
R	I	O	W	A	W	W	P	Q	L	O	D	H	R	R
T	X	C	G	C	A	L	I	F	O	R	N	I	A	L
H	N	C	Z	A	I	D	N	Q	U	Z	F	O	L	X
D	F	O	B	R	I	M	D	S	I	D	A	H	O	V
A	G	N	M	I	S	S	I	S	S	I	P	P	I	N
K	A	N	J	Z	S	D	A	F	I	Q	A	H	R	R
O	R	E	G	O	N	L	N	K	A	U	T	A	H	M
T	J	C	E	N	Y	K	A	V	N	G	L	H	R	O
A	Q	T	G	A	L	A	S	K	A	K	M	K	V	N
Z	T	I	X	L	I	N	O	C	U	U	A	K	L	T
A	H	C	Z	P	P	S	F	L	O	R	I	D	A	A
A	Q	U	C	A	L	A	B	A	M	A	N	O	V	N
V	I	T	E	X	A	S	S	C	J	Q	E	Y	G	A

Lesson 11



							R	O	O	T			
								A		O			
		A			C	A	R	T	O	N			
C	A	T				R			A				
O			C	O	A	S	T		R				
A			O			O			S	T	A	R	S
T		C	R	O	O	N					C		O
S	O	O	N		N		C			T	O	R	N
		S					A	C	T	O	R		
		T	A	C	O		R		A		N		
				A			T		N	O			
				R	O	A	S	T					

Lesson 12

LEG
STAKED
PISTOL
LADY

ARMED
ROBBER
FRONT
FELLOW
AWAY

Unit 4 Review

LAWSUIT
ANYTHING
POLICEMAN
NEIGHBORHOOD
EYEWITNESS

COURTROOM
OVERRULE
FINGERPRRNT
HANDCUFFS
LINEUP

Abraham Lincoln's statement:

THE BEST WAY TO GET A BAD LAW REPEALED IS TO ENFORCE IT STRICTLY.

Voyager

Reading and Writing for Today's Adults

4

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Vocabulary Workbook

Voyager

Reading and Writing for Today's Adults

4

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Lesson 3 .8
Lesson 4 .10
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Lesson 9 .20
Lesson 10 .22
Lesson 11 .24
Lesson 12 .26
Answer Key .28

Lesson 1

A. Food for Thought Many common sayings are based on food. Complete the sentences using the food sayings in the box below. The first one is done for you.

bring home the bacon
cold turkey
cool as a cucumber
couch potato
easy as pie
✓flat as a pancake
hot dog
icing on the cake
thick as pea soup

1. Someone accidentally stepped on Nathaniel's new hat, and now it is as
flat as a pancake.

2. Dr. Jackson says the easiest way to give up smoking is to quit
____________________________.

3. After Chen's husband was laid off, she had to
____________________________.

4. The average American gets little exercise and spends a lot of time as a
____________________________.

5. The teacher said it won't take us long to complete our homework because
the questions are as ____________________________.

6. Everyone in the courtroom looked very nervous except for the district
attorney, who looked as ____________________________.

7. I had trouble reading the road signs on my way home because the fog
was as ____________________________.

8. I love my new job, so this raise is just
____________________________.

9. When Josh does tricks on his skateboard, he acts like a real
____________________________.

B. Compound Words A compound word is made from two words. For example, *paycheck* is a compound word. *Payment* is not. Write each compound word on the line next to its definition. The first one is done for you.

anymore
everything
headquarters
newspaper
outstanding
someone
✓sometimes
tiptoe
underground

sometimes **1.** once in a while
__________ **2.** printed report of what's going on
__________ **3.** any longer, at the present
__________ **4.** walk quietly
__________ **5.** all there is
__________ **6.** an unnamed person
__________ **7.** beneath the earth's surface
__________ **8.** main office
__________ **9.** superior

C. More Work with Compound Words Choose the best answer, and write it on the line. The first one is done for you.

1. Pat wrote down some guidelines to help her lose weight.
(1) guidebooks (2) guidelines (3) guideposts (4) guidewires

2. She needed to change her __________ and take better care of herself.
(1) lifeline (2) lifestyle (3) lifeguard (4) lifetime

3. Pat walked the dog every __________.
(1) aftermath (2) aftershock (3) afternoon (4) aftereffect

4. She bought microwave __________ to snack on.
(1) pop-top (2) popover (3) popcorn (4) popgun

5. In time, Pat's __________ shrunk and her weight went down.
(1) waistline (2) headline (3) baseline (4) dateline

Lesson 2

A. Good Advice Read the paragraphs. Then write each **boldface** word below on the line next to its definition.

Healthy Food Guidelines

Eat a variety of foods every day. This will help you get all the useful **nutrients** you need from food.

Maintain a healthy weight. Being either too fat or too thin can harm your health.

Choose a diet low in fat and cholesterol. This can reduce your risk of getting heart **disease.**

Increase the fiber in your diet by including lots of fresh fruits and vegetables. Whole grains are also rich in fiber. Fiber helps your **intestines** work more **efficiently.**

Limit salt in your diet. Salt contains **sodium,** and too much sodium increases your risk of having high blood pressure. Check the ingredients list on food labels. An **ingredient** that has *sodium, salt,* or *soda* in its name contains sodium.

Limit sugar in your diet. Foods high in sugar have **calories** but few nutrients. Sugars include corn syrup, fructose, and lactose.

nutrients
maintain
disease
intestines
efficiently
sodium
ingredient
calories

________________ **1.** keep up, sustain
________________ **2.** part of salt
________________ **3.** without wasting time or energy
________________ **4.** substances that nourish the body
________________ **5.** one part in a mixture
________________ **6.** part of the digestive tract
________________ **7.** a measure of energy in food
________________ **8.** a sickness

B. Which Word Doesn't Fit? Consider the meanings of the words below. In each question, pick the word that does not fit with the rest and write it on the line. The first one is done for you.

1. bread cereal meat pasta ________meat________
2. milk rice cheese yogurt ________________
3. apple grape orange carrot ________________
4. beef spinach pork ham ________________
5. cake pie zucchini cookies ________________
6. dinner lunch dessert breakfast ________________
7. coffee squash juice tea ________________

C. Track Your Eating Habits Fill each blank with the word or phrase that fits best. The first one is done for you.

deprives food log guilty honest improving ✓junk food

Many times people turn to food because they are bored or angry, not hungry. And they may eat ____junk food____ 1, such as candy, cookies, or potato chips. Filling up on junk food ________________ 2 the body of needed vitamins and minerals.

People may feel ________________ 3 about eating junk food. But habits are hard to break. To break bad eating habits, you must first take an ________________ 4 look at what you eat. Also, try to understand why you eat what you do.

It helps to keep a ________________ 5 for a few weeks. Write down what you eat and how much. Also record where you ate and who you were with. Knowing what and why you eat is the first step to ________________ 6 your eating habits.

▶ Lesson 3

A. Analogies An analogy expresses a relationship between two sets of ideas. Study these examples.

Chin is to *face* as *toe* is to ____foot____.

(1) toenail (2) leg (3) foot (4) finger

The *chin* is part of the *face,* and the *toe* is part of the *foot.*

Day is to *night* as ________________ is to *dark.*

(1) midnight (2) light (3) afternoon (4) morning

Choice (2) light is correct. *Day* is the opposite of *night* and *light* is the opposite of *dark.*

Choose the word that completes the analogy, and write it on the line.

1. *Breakfast* is to *morning* as *lunch* is to ________________.

(1) midnight (2) dawn (3) noon (4) evening

2. *Fresh* is to *stale* as *raw* is to ________________.

(1) cooked (2) thawed (3) harmful (4) ready to eat

3. *Reduced* is to *increased* as *endangered* is to ________________.

(1) grew (2) protected (3) risked (4) spent

4. *Tainted* is to *spoiled* as *sick* is to ________________.

(1) well (2) harmful (3) ill (4) better

5. *School* is to *fish* as ________________ is to *cattle.*

(1) herd (2) group (3) crowd (4) range

6. *Pollute* is to *contaminate* as *smell* is to ________________.

(2) nose (2) odor (3) taste (4) see

7. *See* is to *blind* as ________________ is to *deaf.*

(1) mute (2) hear (3) ear (4) silent

8. *Hour* is to *watch* as *date* is to ________________.

(1) tomorrow (2) schedule (3) calendar (4) today

B. Categories Write each word from the box under the correct category.

Campylobacter
cramps
diarrhea
E. coli
eggs
fever
fish
Listeria
mayonnaise
meat
nausea
poultry
Salmonella
Staphylococcus
vomiting

Bacteria	**Foods**	**Symptoms**
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________

C. That Makes Me Sick Write the symptom next to the words that best describe it.

cramps
diarrhea
dizziness
fainting
fever
headache
nausea
vomiting

____________ **1.** whirling sensation in the head

____________ **2.** queasy feeling in the stomach

____________ **3.** painful muscle contractions

____________ **4.** frequent loose bowel movements

____________ **5.** pain in the head

____________ **6.** passing out

____________ **7.** above normal body temperature

____________ **8.** throwing up the contents of the stomach

▶ Lesson 4

A. More Compound Words Combine the two words, and write the compound word on the line.

1. thumb + nail = ________________
2. over + time = ________________
3. bottle + neck = ________________
4. no + where = ________________
5. any + body = ________________
6. pen + knife = ________________
7. court + yard = ________________
8. some + where = ________________
9. fore + man = ________________
10. work + place = ________________
11. wash + tub = ________________
12. every + day = ________________
13. tool + kit = ________________
14. some + what = ________________

B. Analogies Choose the word that completes the analogy, and write it on the line.

1. *Thumb* is to *hand* as *day* is to ________________.
   (1) night (2) time (3) week (4) minute
2. *Hard* is to *easy* as ________________ is to *early.*
   (1) now (2) soon (3) before (4) late
3. *Break* is to *glass* as *tear* is to ________________.
   (1) spoil (2) paper (3) bottle (4) destroy
4. *Employed* is to *working* as *unemployed* is to ________________.
   (1) job (2) selling (3) jobless (4) finished
5. *Enormous* is to *huge* as ________________ is to *stubborn.*
   (1) tenacious (2) willing (3) tired (4) gracious
6. *Foot* is to *shoe* as *hand* is to ________________.
   (1) slipper (2) glove (3) cold (4) finger
7. *Beef* is to *meat* as *mucilage* is to ________________.
   (1) sticky (2) transparent (3) washable (4) glue

C. Which Word Doesn't Fit? Consider the meanings of the words below. In each question, pick the word that does not fit with the rest and write it on the line.

1. driver tailor career baker ________________

2. salary owe wages pay ________________

3. heal sore hurt swollen ________________

4. corn pear squash carrot ________________

5. apricot papaya cauliflower honeydew ________________

6. locate find report discover ________________

D. Abbreviations Abbreviations are short forms of words or expressions. Match the abbreviations below with the words they stand for. Use a dictionary if you're not sure.

asst.
ave.
cc
dept.
Dr.
esp.
est.
etc.
F
ft.
govt.
in.
inc.
mph
pp.
WWW

________________ **1.** avenue

________________ **2.** incorporated

________________ **3.** department

________________ **4.** government

________________ **5.** Fahrenheit

________________ **6.** doctor

________________ **7.** foot

________________ **8.** assistant

________________ **9.** cubic centimeter

________________ **10.** especially

________________ **11.** et cetera (and others)

________________ **12.** pages

________________ **13.** miles per hour

________________ **14.** estimated

________________ **15.** World Wide Web

________________ **16.** inch

Lesson 5

A. Making Words Many words are made up of word parts called prefixes, roots, and suffixes. The root gives the basic meaning to the word. A prefix is added to the beginning of the root to give it a different meaning. See the examples in the chart below.

Prefixes		Roots		New Words	
Prefix	*Meaning of Prefix*	*Root*	*Meaning of Root*	*Example*	*Meaning of Word*
pre-	before	scribe	write	prescribe	set down rules
trans-	across	port	carry	transport	carry to another place
re-	back, again	ject	throw	reject	refuse to accept

Make new words from the prefixes and roots below. Write each new word on the line.

in + ject = ________________

trans + act = ________________

de + scribe = ________________

in + scribe = ________________

re + port = ________________

pre + judge = ________________

B. Which Word Fits Best? Choose the word from Part A that best completes each sentence below.

1. When I returned from India, I gave a ________________ on what I learned while I was away.
2. Dr. Wilson will ________________ the medicine into my bloodstream.
3. Felicia had the jeweler ________________ her initials on the watch.
4. It was not fair for him to ________________ me without even listening to my explanation.
5. If you ________________ the painting in detail, I will be able to picture it in my mind.
6. Branson & Sons must carefully record each sale they ________________ over the Internet.

C. Synonyms Synonyms are words that have the same or almost the same meaning. Write each word from the box next to its synonym below.

able
achieve
before
✓bulge
change
delay
determined
exceed
income
previous
supply
wealth

bulge 1. swell
_______ 2. alteration
_______ 3. postpone
_______ 4. former
_______ 5. attain
_______ 6. resolved
_______ 7. provide
_______ 8. earnings
_______ 9. prior to
_______ 10. competent, capable
_______ 11. surpass
_______ 12. fortune

D. Antonyms Antonyms are words that have opposite or nearly opposite meanings. Write each word from the box next to its antonym below.

answer
bottom
break
cause
cheap
hired
prohibit
random
sick
success
tame
unknown

_______ 1. fired
_______ 2. famous
_______ 3. expensive
_______ 4. healthy
_______ 5. effect
_______ 6. failure
_______ 7. repair
_______ 8. question
_______ 9. top
_______ 10. allow
_______ 11. wild
_______ 12. specific

Lesson 6

A. Definitions Each sentence below is from the reading in Lesson 6. Choose the best meaning for the word in *italics* and write its number on the line. The first one is done for you.

1 **1.** All of your past jobs have helped you build your skills and *abilities.*
(1) powers to do things (3) qualifications
(2) desires (4) past experience

_______ **2.** An employment *specialist* can help you look at how employable you are.
(1) one who knows a lot about a subject
(2) one who is better than others
(3) one who hires people for jobs
(4) one who knows where you want to work

_______ **3.** Some jobs *vanish;* new jobs appear.
(1) become available (2) change (3) disappear (4) end

_______ **4.** But finding a job that you really like will be worth the *effort.*
(1) work (2) money (3) sacrifice (4) wait

_______ **5.** It is an example of a *typical* network.
(1) unlike any others (3) not regular
(2) better than most (4) representative of a certain kind

_______ **6.** First *impressions* count.
(1) wrong ideas (3) feelings of sadness
(2) effects made on a person (4) mistaken identities

_______ **7.** You may be called for an *interview.*
(1) political discussion (3) meeting for gathering information
(2) look at the future (4) telling your life story

_______ **8.** Avoid negative comments about your *previous* employer.
(1) former (2) current (3) temporary (4) potential

_______ **9.** *Emphasize* that you are a responsible worker.
(1) tell a lie (2) stress (3) ignore (4) pretend

B. First Steps in a Job Search Fill each blank with the word that fits best.

abilities
analyzed
benefits
consider
definitely
environment
minimum
types

Starting a job search can be difficult, but good planning can make it more successful. Here are some things to ________________ 1 when making your plans.

List your ________________ 2 and any skills you have developed. Think about the kind of ________________ 3 you would like to work in and any work environment you would not like. Make a list of the ________________ 4 of work you like to do. List things you ________________ 5 would not want to do also. Decide the ________________ 6 amount of money you need to earn. Also list any ________________ 7 you would like an employer to provide.

When you have ________________ 8 what you would like in a job and what you would like to avoid, you will be ready for the next step in the job search.

C. Prefixes and Roots On the line, write the prefix and root of each word. The first one is done for you.

1. decide = de + cide
2. transmit = ________ + ________
3. deprive = ________ + ________
4. unskilled = ________ + ________
5. protrude = ________ + ________
6. instruct = ________ + ________
7. recent = ________ + ________
8. inform = ________ + ________
9. revisit = ________ + ________
10. pretest = ________ + ________
11. transfer = ________ + ________
12. premature = ________ + ________

Lesson 7

A. Look and See Many common sayings include the words *look* and *see*. Write each saying from the box next to its definition.

look down on
look in on
look up to
see about
see eye to eye
see red
see stars
see to it

________________________ **1.** be angry

________________________ **2.** agree on something

________________________ **3.** admire

________________________ **4.** insure that something happens

________________________ **5.** to find out about

________________________ **6.** be knocked out

________________________ **7.** make a short visit to

________________________ **8.** despise

B. The Prefix *in-* The prefix *in-* can mean "in." It can also mean "not." Match each word in the box with its definition.

incident
increase
independent
inmate
integrate
involved

______________ **1.** grow larger

______________ **2.** interested

______________ **3.** person in prison

______________ **4.** occurrence, happening

______________ **5.** free to act on your own

______________ **6.** bring together, unite

C. Making Words A suffix is a part added to the end of a root to change its meaning. See the examples in the chart below.

Suffixes		Roots	New Words	
Suffix	*Meaning of Suffix*		*Example*	*Meaning of Word*
-ate	cause; make	value	evaluate	determine the value
-ion	an act; process; condition	tense	tension	condition of being tense
-ency	state or quality of; action	agent	agency	office or function of an agent
-ure	state or quality of; action	please	pleasure	feeling of being pleased

Make new words by adding the suffixes to the words below. Write each new word on the line. Use a dictionary if you are unsure of the correct spelling.

passion + ate = ____________________

fail + ure = ____________________

consist + ency = ____________________

predict + ion = ____________________

reject + ion = ____________________

enclose + ure = ____________________

D. Which Word Fits Best? Choose the word from Part C that best completes each sentence below.

1. I was disappointed when I received a ____________________ letter from the company I applied to last month.
2. Ahmed is so ____________________ about reading that he spends many hours in the library each week.
3. Due to a mechanical ____________________, the factory shut down.
4. Our city zoo just built a new ____________________ for the reptiles.
5. On the radio I heard the ____________________ that we would have a colder-than-normal winter.
6. Some large corporations post job openings with great ____________________.

▶ Lesson 8

A. **Related Words** Write the word that fits best in each blank below. The first one is done for you.

predicted
unpredictable

1. Juan's boys were sometimes __unpredictable__, but he __predicted__ correctly that they would enjoy the Common.

exploring
explorers
unexplored

2. Carlos and Ramon pretended they were ________________ who were ________________ vast stretches of ________________ forest.

exploration
explore

3. When they finished their ________________ of the woods, they decided to ________________ the rest of the Common.

attracted
attractions

4. There were several other ________________ that the boys were ________________ to.

enjoyable
enjoyed

5. Carlos ________________ wading in the frog pond, while Ramon found the puppet show at the bandstand most ________________.

variety
vary

6. A ________________ of climbing structures and tube slides allowed the boys to ________________ their activities.

noticeably
noticed

7. Toward the end of the day, Juan ________________ that the boys had become ________________ tired, so he took them home.

adventures
adventurous

8. Carlos and Ramon were so ________________ that they couldn't wait to go on more ________________.

history
historical

9. Juan found a ________________ book that told more about ________________ events that took place on Boston Common.

B. Categories Write the correct heading on each list below.

On a Playground   At the Beach   In a Zoo

____

elephants
giraffes
bears
buffalo

____

baseball field
sandbox
picnic tables
swing sets

____

seashells
tanning lotion
surfboard
swimsuits

C. Animal Antics Many common sayings describe actions or qualities by comparing them to animals. Write the word from the box that completes each saying below.

bear
bee
bird
cats and dogs
deer
dog
duck
fish
fox
hyena
mule
ox

1. stubborn as a ______________________

2. sly as a ______________________

3. strong as an ______________________

4. hungry as a ______________________

5. laugh like a ______________________

6. fight like ______________________

7. run like a ______________________

8. sing like a ______________________

9. work like a ______________________

10. swim like a ______________________

11. waddle like a ______________________

12. busy as a ______________________

Lesson 9

A. Related Words Write the word that fits best in each blank below.

public publicity publicly	**1.** When the new ________________ library building opened, there was a lot of ________________. Several civic leaders praised the building ________________.
activities actively	**2.** At the open house, staff members were ________________ demonstrating new ________________ for children and adults.
serve services	**3.** They explained various new ________________ that are designed to ________________ the public.
available availability	**4.** One librarian discussed the ________________ of new computers that will be ________________ to the public.
specific specifically	**5.** Using the computer, you can search ________________ for ________________ information.
reservation reserve	**6.** Some materials will be on ________________, so you must make a ________________ to use them.
admit admission	**7.** At the library, you can reserve an ________________ pass that will ________________ up to four people to the Science Museum.
certain certainly uncertainty	**8.** The library will ________________ become one of our town's finest assets. It is ________________ that many people will find it useful. There is no ________________ about that.
resources resourceful	**9.** The library will offer a wide range of ________________ that will be used by many ________________ people.

B. Analogies Choose the word that completes the analogy, and write it on the line.

1. *Museum* is to *exhibits* as *library* is to ________________.
   (1) cards (2) books (3) admission (4) public

2. *Ask* is to *request* as ________________ is to *possess.*
   (1) donate (2) give (3) lend (4) own

3. *Perfect* is to *flawed* as *finished* is to ________________.
   (1) end (2) stop (3) begun (4) work

4. *Ankle* is to *foot* as *wrist* is to ________________.
   (1) arm (2) shoulder (3) rib (4) hand

5. *Ordinary* is to *common* as ________________ is to *frequently.*
   (1) quick (2) often (3) daily (4) many

C. Which Word Fits Best? Choose the best answer, and write it on the line.

1. Kim went to the library to do ________________ for a project for work.
   (1) reward (2) register (3) recess (4) research

2. Kim's ________________ was about types of jobs available in her community.
   (1) protect (2) project (3) proverb (4) produce

3. She used the ________________ card catalog to look up the available reference material.
   (1) compute (2) computerized (3) computed (4) computing

4. Kim found many ________________ that she could use for her project.
   (1) rejects (2) responds (3) resources (4) replies

5. When she had gathered the ________________ she needed, she began to organize the project.
   (1) information (2) informal (3) informative (4) informed

6. ________________ all the material took a lot of time.
   (1) Organization (2) Organized (3) Organizing (4) Original

Lesson 10

A. Synonyms Write each word from the box next to its synonym below.

accomplished
adhere
convictions
doctrine
evidence
intolerable
numerous
penitentiary
petty
promote
threatened
understand

______________ **1.** unbearable

______________ **2.** beliefs

______________ **3.** stick

______________ **4.** advance

______________ **5.** prison

______________ **6.** many

______________ **7.** proof

______________ **8.** finished

______________ **9.** principle

______________ **10.** comprehend

______________ **11.** small

______________ **12.** endangered

B. Antonyms Write each word from the box next to its antonym below.

blame
convicted
deny
free
guilty
inferior
minority
pessimist
pride
segregate
silence
straight
villain
wealth

______________ **1.** acquitted

______________ **2.** modesty

______________ **3.** integrate

______________ **4.** hero

______________ **5.** accept

______________ **6.** poverty

______________ **7.** sound

______________ **8.** majority

______________ **9.** forgive

______________ **10.** superior

______________ **11.** crooked

______________ **12.** innocent

______________ **13.** optimist

______________ **14.** restricted

C. Definitions Each sentence below is from the reading in Lesson 10. Choose the best meaning for the term in *italics* and write its number on the line.

______ **1.** Linda was quickly *rejected.*
(1) ignored (2) included (3) turned down (4) approved

______ **2.** Smith now favors busing children to different schools to promote racial *diversity.*
(1) variety (2) change (3) equality (4) similarity

______ **3.** Miranda . . . was denied *consultation* with a lawyer.
(1) consistency (2) contract (3) constitution (4) conference

______ **4.** Civil rights *advocates* praised the decision.
(1) those who are unaware
(2) those who are opposed
(3) those who are undecided
(4) those who are in favor

______ **5.** The courts have *chipped away* at Miranda.
(1) destroyed (2) extended (3) changed little by little (4) overruled

D. Which Word Doesn't Fit? Consider the meanings of the words below. In each question, pick the word that does not fit with the rest and write it on the line.

1. provoke	annoy	induce	irritate	______________
2. cheat	deceive	promote	defraud	______________
3. alter	vary	change	save	______________
4. make	retain	build	construct	______________
5. timely	late	tardy	delayed	______________
6. frequently	often	annual	regularly	______________
7. inherent	natural	essential	unnecessary	______________
8. supreme	highest	heavy	greatest	______________

Lesson 11

A. Related Words Write the word that fits best in each blank below.

America
Americans

1. The evening paper had a political cartoon about ________________ being held hostage in ________________.

violence
violent

2. The cartoon said urban ________________ forced people in ________________ neighborhoods to hide in their homes.

responded
responses

3. Many people ________________ to the political cartoon, but only a few ________________ could be printed.

related
relative

4. One writer ________________ a violent act against a ________________ of his.

terrible
terrorized

5. Another writer thought it was ________________ to show people being ________________ in their own home.

criminals
crime

6. It scares me to think that with so much ________________ these days, I may have ________________ living next door.

neighboring
neighbors
neighborhood

7. A woman from a ________________ town wrote about how her ________________ made their ________________ safe.

seriously
serious

8. Most of the writers wrote ________________ about how ________________ they think the problems are.

cartoonists
cartoons

9. A few thought that ________________ should be funny and that ________________ should never draw seriously.

B. Analogies Choose the word that completes the analogy, and write it on the line.

1. *Typical* is to *regular* as *argue* is to ________________.
   (1) reply (2) converse (3) ignore (4) quarrel

2. *Draw* is to *cartoonist* as *compose* is to ________________.
   (1) guitar (2) musician (3) piano (4) actor

3. *Opinion* is to *fact* as *think* is to ________________.
   (1) know (2) feel (3) guess (4) try

4. *Borrow* is to *loan* as ________________ is to *sell.*
   (1) owe (2) purchase (3) price (4) lend

C. The Prefix *con-* The prefix *con-* means "with" or "together." Match each word in the box to its meaning. Use a dictionary if you wish.

- conceal
- concede
- conceive
- concentrate
- concerned
- concise
- conclusion
- condemn
- conduct
- confess
- confusion
- connected
- continued

________________ **1.** to focus attention

________________ **2.** brief but meaningful

________________ **3.** to guide or lead

________________ **4.** to hide

________________ **5.** to imagine

________________ **6.** to declare guilty

________________ **7.** kept on going

________________ **8.** joined or linked together

________________ **9.** disorder

________________ **10.** to accept as true

________________ **11.** end

________________ **12.** to admit guilt

________________ **13.** interested or anxious

Lesson 12

A. Detective Work Write each term from the box on the line next to its definition.

binoculars
confidential
grand larceny
petit larceny
plainclothes
prefer charges
stake a place out
walkie-talkie

________________ **1.** told in secret

________________ **2.** keep watch on a location

________________ **3.** on duty but not in uniform

________________ **4.** hand-held radio for sending and receiving messages

________________ **5.** device for seeing at a distance

________________ **6.** theft of a large amount

________________ **7.** theft of a small amount

________________ **8.** formally accuse someone of an illegal act

B. Which Word Doesn't Fit? Consider the meanings of the words below. In each question, pick the word that does not fit with the rest and write it on the line.

1. great	large	grand	larceny	________________
2. breakable	sturdy	fragile	delicate	________________
3. think	ponder	decide	reflect	________________
4. grant	grasp	take	seize	________________
5. dissolve	thaw	melt	gel	________________
6. transport	move	discard	carry	________________
7. climb	peak	summit	top	________________
8. delete	remove	include	omit	________________
9. wealth	fame	fortune	riches	________________
10. error	blunder	action	mistake	________________

C. **Making New Words** Make new words from the word parts below. Write each new word on the line. Use a dictionary if you are unsure of the correct spelling.

1. pre + script +ion ______________
2. break + out ______________
3. in + direct + ly ______________
4. resist + ance ______________
5. pre + fer + ence ______________
6. in + form + er ______________
7. de + pend + ency ______________
8. pro + tect + ion ______________

D. **You Know the Old Saying. . . .** Proverbs are sayings passed down through generations. Match the end of each proverb to its beginning. The first one is done for you.

1. Birds of a feather flock together.
2. He who hesitates ______________.
3. All that glitters ______________.
4. A fool and his money ______________.
5. Still waters ______________.
6. Make hay while ______________.
7. You can't have your cake ______________.
8. Necessity is the mother ______________.
9. The pen is mightier ______________.
10. Haste ______________.
11. Too many cooks ______________.
12. Don't change horses ______________.
13. A bird in the hand is worth ______________.
14. Absence makes the heart ______________.
15. Curiosity ______________.

and eat it, too
are soon parted
✓flock together
grow fonder
in midstream
is lost
is not gold
killed the cat
makes waste
of invention
run deep
spoil the broth
than the sword
the sun shines
two in the bush

Answer Key

Lesson 1

A. Food for Thought (p. 4)

1. flat as a pancake
2. cold turkey
3. bring home the bacon
4. couch potato
5. easy as pie
6. cool as a cucumber
7. thick as pea soup
8. icing on the cake
9. hot dog

B. Compound Words (p. 5)

1. sometimes
2. newspaper
3. anymore
4. tiptoe
5. everything
6. someone
7. underground
8. headquarters
9. outstanding

C. More Work with Compound Words (p. 5)

1. guidelines
2. lifestyle
3. afternoon
4. popcorn
5. waistline

Lesson 2

A. Good Advice (p. 6)

1. maintain
2. sodium
3. efficiently
4. nutrients
5. ingredient
6. intestines
7. calories
8. disease

B. Which Word Doesn't Fit? (p. 7)

1. meat
2. rice
3. carrot
4. spinach
5. zucchini
6. dessert
7. squash

C. Track Your Eating Habits (p. 7)

1. junk food
2. deprives
3. guilty
4. honest
5. food log
6. improving

Lesson 3

A. Analogies (p. 8)

1. noon
2. cooked
3. protected
4. ill
5. herd
6. odor
7. hear
8. calendar

B. Categories (p. 9)

Bacteria	**Foods**	**Symptoms**
Campylobacter	eggs	cramps
E. coli	fish	diarrhea
Listeria	mayonnaise	fever
Salmonella	meat	nausea
Staphylococcus	poultry	vomiting

C. That Makes Me Sick (p. 9)

1. dizziness
2. nausea
3. cramps
4. diarrhea
5. headache
6. fainting
7. fever
8. vomiting

Lesson 4

A. More Compound Words (p. 10)

1. thumbnail
2. overtime
3. bottleneck
4. nowhere
5. anybody
6. penknife
7. courtyard
8. somewhere
9. foreman
10. workplace
11. washtub
12. everyday
13. toolkit
14. somewhat

B. Analogies (p. 10)

1. week
2. late
3. paper
4. jobless
5. tenacious
6. glove
7. glue

C. Which Word Doesn't Fit? (p. 11)

1. career
2. owe
3. heal

4. pear
5. cauliflower
6. report

D. Abbreviations (p. 11)

1. ave.
2. inc.
3. dept.
4. govt.
5. F
6. Dr.
7. ft.
8. asst.
9. cc
10. esp.
11. etc.
12. pp.
13. mph
14. est.
15. WWW
16. in.

Lesson 5

A. Making Words (p. 12)

inject
describe
report
transact
inscribe
prejudge

B. Which Word Fits Best? (p. 12)

1. report
2. inject
3. inscribe
4. prejudge
5. describe
6. transact

C. Synonyms (p. 13)

1. bulge
2. change
3. delay
4. previous
5. achieve
6. determined
7. supply
8. income
9. before
10. able
11. exceed
12. wealth

D. Antonyms (p. 13)

1. hired
2. unknown
3. cheap
4. sick
5. cause
6. success
7. break
8. answer
9. bottom
10. prohibit
11. tame
12. random

Lesson 6

A. Definitions (p. 14)

1. (1)
2. (1)
3. (3)
4. (1)
5. (4)
6. (2)
7. (3)
8. (1)
9. (2)

B. First Steps in a Job Search (p. 15)

1. consider
2. abilities
3. environment
4. types
5. definitely
6. minimum
7. benefits
8. analyzed

C. Prefixes and Roots (p. 15)

1. de + cide
2. trans + mit
3. de + prive
4. un + skilled
5. pro + trude
6. in + struct
7. re + cent
8. in + form
9. re + visit
10. pre + test
11. trans + fer
12. pre + mature

Lesson 7

A. Look and See (p. 16)

1. see red
2. see eye to eye
3. look up to
4. see to it
5. see about
6. see stars
7. look in on
8. look down on

B. The Prefix *in-* (p. 16)

1. increase
2. involved
3. inmate
4. incident
5. independent
6. integrate

C. Making Words (p. 17)

passionate
consistency
rejection
failure
prediction
enclosure

D. Which Word Fits Best? (p. 17)

1. rejection
2. passionate
3. failure
4. enclosure
5. prediction
6. consistency

▼ Lesson 8

A. Related Words (p. 18)

1. unpredictable, predicted
2. explorers, exploring, unexplored
3. exploration, explore
4. attractions, attracted
5. enjoyed, enjoyable
6. variety, vary
7. noticed, noticeably
8. adventurous, adventures
9. history, historical

B. Categories (p. 19)

In a Zoo	On a Playground	At a Beach
elephants	baseball field	seashells
giraffes	sandbox	tanning lotion
bears	picnic tables	surfboard
buffalo	swing sets	swimsuits

C. Animal Antics (p. 19)

1. mule
2. fox
3. ox
4. bear
5. hyena
6. cats and dogs
7. deer
8. bird
9. dog
10. fish
11. duck
12. bee

▼ Lesson 9

A. Related Words (p. 20)

1. public, publicity, publicly
2. actively, activities
3. services, serve
4. availability, available
5. specifically, specific
6. reserve, reservation
7. admission, admit
8. certainly, certain, uncertainty
9. resources, resourceful

B. Analogies (p. 21)

1. books
2. own
3. begun
4. hand
5. often

C. Which Word Fits Best? (p. 21)

1. research
2. project
3. computerized
4. resources
5. information
6. Organizing

▼ Lesson 10

A. Synonyms (p. 22)

1. intolerable
2. convictions
3. adhere
4. promote
5. penitentiary
6. numerous
7. evidence
8. accomplished
9. doctrine
10. understand
11. petty
12. threatened

B. Antonyms (p. 22)

1. convicted
2. pride
3. segregate
4. villain
5. deny
6. wealth
7. silence
8. minority
9. blame
10. inferior
11. straight
12. guilty

13. pessimist
14. free

C. Definitions (p. 23)

1. (3)
2. (1)
3. (4)
4. (4)
5. (3)

D. Which Word Doesn't Fit? (p. 23)

1. induce
2. promote
3. save
4. retain
5. timely
6. annual
7. unnecessary
8. heavy

▼ Lesson 11

A. Related Words (p. 24)

1. Americans, America
2. violence, violent
3. responded, responses
4. related, relative
5. terrible, terrorized
6. crime, criminals
7. neighboring, neighbors, neighborhood
8. seriously, serious
9. cartoons, cartoonists

B. Analogies (p. 25)

1. quarrel
2. musician
3. know
4. purchase

C. The Prefix *con-* (p. 25)

1. concentrate
2. concise
3. conduct
4. conceal
5. conceive
6. condemn
7. continued
8. connected
9. confusion
10. concede
11. conclusion
12. confess
13. concerned

▼ Lesson 12

A. Detective Work (p. 26)

1. confidential
2. stake a place out
3. plainclothes
4. walkie-talkie
5. binoculars
6. grand larceny
7. petit larceny
8. prefer charges

B. Which Word Doesn't Fit? (p. 26)

1. larceny
2. sturdy
3. decide
4. grant
5. gel
6. discard
7. climb
8. include
9. fame
10. action

C. Making New Words (p. 27)

1. prescription
2. breakout
3. indirectly
4. resistance
5. preference
6. informer
7. dependency
8. protection

D. You Know the Old Saying. . . . (p. 27)

1. flock together
2. is lost
3. is not gold
4. are soon parted
5. run deep
6. the sun shines
7. and eat it, too
8. of invention
9. than the sword
10. makes waste
11. spoil the broth
12. in midstream
13. two in the bush
14. grow fonder
15. killed the cat

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4

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Reading and Writing for Today's Adults

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Introduction

Welcome to New Readers Press's *Voyager 5*. In this book, you will build your reading, writing, listening, and speaking skills. You will improve your understanding of what you read. You will work with familiar types of reading selections such as stories, articles, poems, and letters. You will also work with everyday forms, documents, and graphics.

This book has four units. Each unit is based on a theme that reflects our day-to-day lives. In *Voyager 5,* you will be exploring these themes:

- Money Matters
- On the Job
- Making a Difference
- Many Cultures

Within each theme-based unit, you will find three lessons. Each lesson has the following features:

- **Before You Read:** a strategy to help you understand what you read
- **Reading:** an article, story, poem, biography, letter, memo, fable, diary entry, or essay written by adults, for adults
- **After You Read:** questions and activities about the reading
- **Think About It:** a reading skill that will help you understand what you read
- **Write About It:** an activity to improve your writing skills
- **Life Skill:** an activity to help you understand and interpret real-life reading material

We hope you enjoy exploring the themes and mastering the skills found in *Voyager 5*. We also invite you to continue your studies with the next book in our series, *Voyager 6*.

Student Self-Assessment #1

Before you begin the Skills Preview, do this self-assessment. Share your responses with your instructor.

Reading	Good at this	Need help	Don't know how to do this
I can read and understand			
1. stories, poems, biographies, fables, and essays			
2. articles in magazines, newspapers, and books			
3. forms, applications, checks, and bank statements			
4. charts and graphs; signs and symbols			
5. diagrams and maps			
6. memos, letters, and diary entries			
7. brochures and announcements			
When I read, I can			
1. figure out new words by using context clues			
2. use what I already know to help me understand			
3. set a purpose for reading			
4. skim to get a general idea of the reading material			
5. identify main ideas and details, problems and solutions			
6. categorize information			
7. make inferences			
8. follow steps in a process			
9. recognize facts and opinions			
10. summarize what I've read			
11. try to predict what is coming next			
12. compare and contrast information			

Writing	Good at this	Need help	Don't know how to do this
I can fill out or write			
1. an action plan and instructions			
2. forms and applications; memos and letters			
3. paragraphs with a topic sentence and supporting details			
4. short articles, personal accounts, and diary entries			
5. an autobiography; fables; essays			
When I write, I can			
1. think of good ideas and organize them			
2. use facts, examples, or reasons to support my main ideas			
3. express myself clearly so others understand			
4. revise my writing to improve it			
5. edit my writing to correct spelling, capitalization, punctuation, and usage errors			
6. make subjects and verbs agree			
7. combine related ideas			

Skills Preview

This preview will give you an idea of the kinds of readings and skills covered in this book. Before you begin Unit 1, please complete the entire preview. Then share your work with your instructor.

Reading Skills Preview

Read each passage and answer the questions that follow.

The Changing Job Scene

In the 1800s about half of all people in the U.S. worked on farms. But by the early 1900s, things had changed. Many people worked in factories.

Now the job scene is changing again. The biggest growth has been in service industry jobs. Health care, education, banking, retail sales, hotels, and restaurants all provide service jobs.

Most new job openings in the 1990s have been service jobs. Examples of service jobs are firefighters, waiters, and health-care workers. Child-care workers, car mechanics, and sales personnel are service workers, too. New service jobs may also be found in government, but mostly at the state and local levels.

The changing job scene may mean lower wages for some workers. In the past, many factory jobs offered high pay. In contrast, many of today's service jobs pay below-average wages. Some examples are janitors, waiters, clerical workers, sales personnel, and nurse's aides.

It's not all bad news. There is a lot of work for registered nurses and truck drivers. These jobs offer good wages. And as always, workers with good skills are in demand.

Choose the best answer to each question.

1. What is the main idea of this article?
  (1) Service industry jobs are growing more than other types of jobs.
  (2) Factory jobs are declining in number.
  (3) New jobs are being created in health care and sales.
  (4) Many people will have trouble getting service jobs.

2. Which of the following would be classified as a service job?
  (1) farm worker
  (2) factory employee
  (3) miner
  (4) parking attendant

Making a Difference

Cathy Sneed Marcum

After several years of working at the jail as a counselor, I developed a serious kidney disease. I underwent two years of chemotherapy, and wound up in the hospital for four months. It looked pretty bad. While I was in the hospital, a friend brought me Steinbeck's *The Grapes of Wrath*. The book really grabbed me: These were the people I worked with: strong independent people just trying to make it and not having a way out. In the book, the key to the family turning their lives around was land, working the land. I thought, we can do this at the jail—there's an old abandoned farm next door. We can start all over again!

It was not clear I was going to live. Sheriff Hennessey, who came to see me every day, said, "Sure, Cathy, do anything you want." So I told the doctors I was going home, and I did. I went back to work. I could barely walk, but I'd waddle out to the fields with a few prisoners, and we began clearing the land. We had no tools, no experience. I remember one guy, a speed addict, huge, lots of muscles, tattoos everywhere. There was an enormous bramble bush blocking a patch of land. I said, "If we could just move this bush, that's where I want to plant." I waddled off to find a hammer. By the time I came back, this guy had started tearing the bush down with his bare hands. All he needed to hear was, "Do this and it will make a difference."

Most of the inmates are in because of crack, which is totally dehumanizing—from taking it to selling it to their brothers, their sisters. When you do horrible things to people, it scars you. It makes you unable to change, because you feel so terrible about yourself. But this program offers them the chance to give back to the community. When they get here, they can't even look you in the face. It takes about two weeks and then they'll suddenly start smiling and asking questions. The window opens.

After a couple of years, I began to feel we were literally breathing life into these people and then throwing them out the gate. Every time they came back and said, "Cathy, I'm back, and I'm so glad," it would break my heart, because I knew it was true—this was the best experience they'd had. And that can't be. It's immoral that 18-year-old kids have no hope in their lives and that jail is the best alternative.

That's when Elliot Hoffman, who owns the Bay Area bakery chain Just Desserts, suggested I turn a vacant lot near the company headquarters into a garden. He wanted to make a difference in the neighborhood, and he wanted fresh produce for his bakeries. Now I can employ people when they get out. I'm using some of the proceeds from our sales to fund a house for ex-convicts. We can now tell people that things can be different. We're not just making a pretty little garden here. We're saving lives.

Choose the best answer to each question.

3. Many inmates felt bad about themselves until they
(1) started their own businesses
(2) worked on the farm at the jail
(3) made new friends in prison
(4) kicked their drug habits

4. The author suggests that the men were glad to come back to jail because
(1) farm work was better than life outside
(2) they needed more drugs
(3) they respected Cathy and the sheriff
(4) they didn't want to work

5. After starting a farm at the jail, Cathy
(1) found abandoned farmland nearby
(2) got a serious kidney disease
(3) started a garden to create real jobs
(4) read *The Grapes of Wrath*

6. It is the author's opinion that
(1) she had a kidney disease
(2) ex-convicts work in the new garden
(3) the farm program was "breathing life" into people
(4) Elliott Hoffman owns a bakery chain

Easy Ways to Save a Little or a Lot

Do you find that your money slips away almost faster than you earn it? If so, try these tips for keeping more money in your purse or pocket.

Save on food

- Reuse coffee grounds. Add about half as much fresh coffee to the old grounds.
- Buy store brand foods instead of brand names at the grocery store. They often cost less than brand-name foods, even with coupons.
- Freeze stale bread. When you get a bagful, make your own bread crumbs.
- Pack lunches instead of buying. But watch out for serving-size packaged snacks. They are expensive.

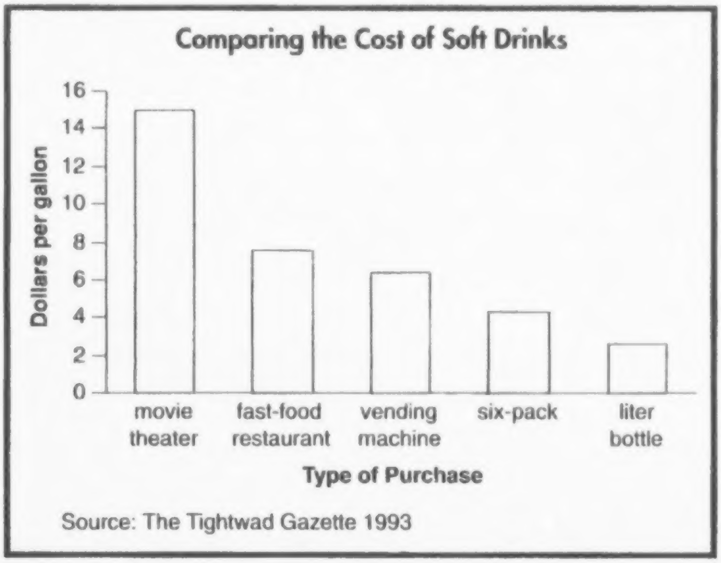
Get around town for less

- Get car tune-ups and oil changes on time. Check tire pressure. You will save on repairs and improve gas mileage.
- Take turns with neighbors driving to the store.
- Walk to shopping and errands if possible.

Cut back on other bills

- Wash clothes in cold water.
- Turn your water heater down to 125º F.
- Save on electric bills and Laundromats. Air dry your laundry in the yard, basement, or attic.
- Don't buy birthday and holiday gifts for everyone in your family. Take turns or draw names.
- Set dollar limits for gifts.

When it comes to cutting costs, think about how and where you buy soft drinks. One writer found these prices in her hometown.



Source: The Tightwad Gazette 1993

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Choose the best answer to each question.

7. What is the main idea of this article?
   (1) Use a budget to save money.
   (2) Save money by spending less.
   (3) Rising prices make saving hard.
   (4) There are many ways to make money.

8. Based on the graph, which of these comparison statements is true?
   (1) It is cheaper to buy soft drinks in six-packs than in liter bottles.
   (2) The most expensive place to buy soft drinks is at a fast-food restaurant.
   (3) Buying soft drinks at movie theaters is more than twice as expensive as buying them from vending machines.
   (4) Buying soft drinks from vending machines is more than twice as expensive as buying them in six-packs.

9. In which category would you put an idea for homemade snacks?
   (1) save money on food
   (2) spend less on transportation
   (3) cut back on clothing costs
   (4) save on heating bills

10. The tips in this article may solve problems in
    (1) career planning
    (2) meal planning
    (3) time management
    (4) money management

Write About It

On a separate piece of paper, write about the topic below. Use the Revising Checklist to check your draft. Then give your draft to your instructor for feedback.

Topic Write one or two paragraphs about the importance of understanding other cultures. Include details from your experiences with people of other ethnic or cultural groups.

Revising Checklist

Revise your draft. Check that your draft

_____ includes your important ideas about other cultures

_____ has a topic sentence in each paragraph

_____ has details to explain your experiences with other cultural groups

Skills Preview Answers

Reading Skills Preview

1. (1)
2. (4)
3. (2)
4. (1)
5. (3)
6. (3)
7. (2)
8. (3)
9. (1)
10. (4)

Write About It

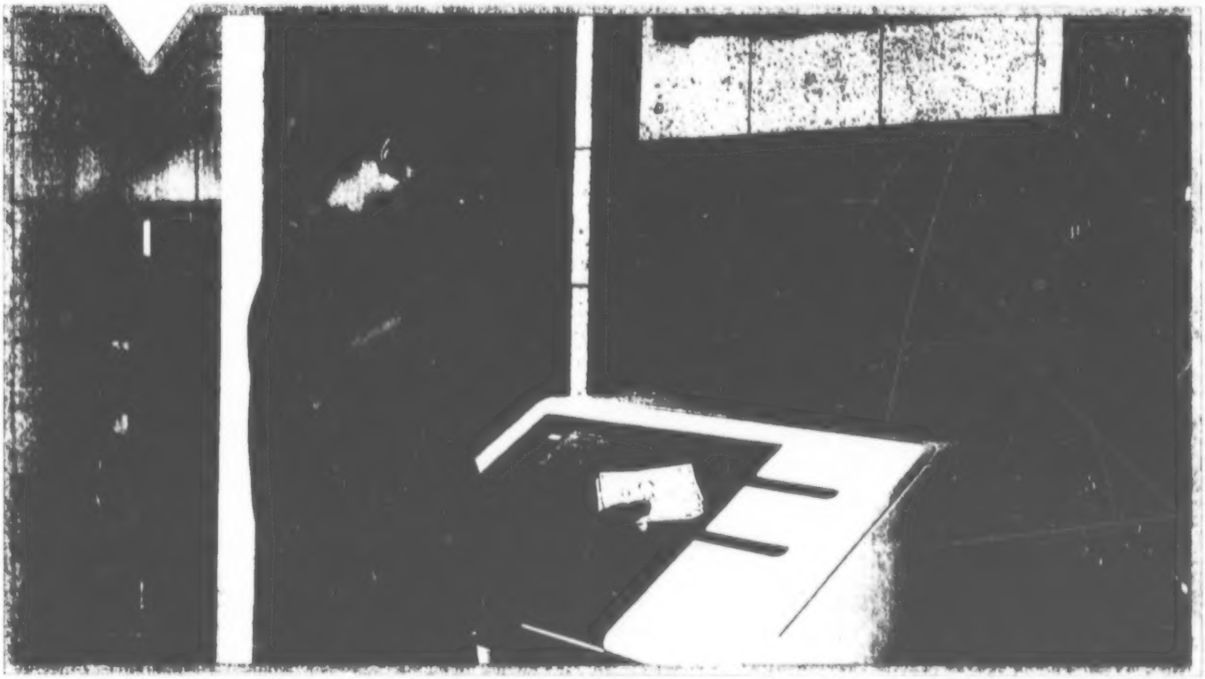
Make changes on your first draft to improve your writing. Then recopy your draft and share it with your instructor.

Skills Chart

The questions in the Skills Preview assess familiarity with the following skills:

Question	Skill
1	identify main idea and details
2	understand categories
3	recognize problems and solutions
4	make inferences
5	understand sequence
6	identify facts and opinions
7	identify main idea and details
8	compare and contrast
9	understand categories
10	recognize problems and solutions

Unit 1 Money Matters



It takes money to get the things we need and the things we want. That's why money matters to all of us. Do you ever have trouble paying your bills? Would you like to save more and spend less? Do you have dreams and goals? Do you need money to make some of them real? If so, you're like most people.

Before you read Unit 1, think about your own money situation. You can learn how to make the most of your money by reading many kinds of printed information. What would you like to learn about managing your money?

Be an Active Reader

As you read the selections in this unit

- Put a question mark (?) by things you do not understand.
- Underline words you do not know. Try to use context clues to figure them out.

After you read each selection in this unit

- Reread sections you marked with a question mark (?). If they still do not make sense, discuss them with a partner or your instructor.
- Look at words you underlined. Discuss any words you still don't understand with a partner or your instructor, or look them up in a dictionary.

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Lesson 1 ▶ LEARNING GOALS

Strategy: Set a purpose
Reading: Read an article
Skill: Identify the main idea and details
Writing: Write an action plan
Life Skill: Read a circle graph

Before You Read

The article "What's Eating Your Paycheck?" is about solving money problems. Before you begin the article, you should **set a purpose** for your reading. To set a purpose, consider what you would like to learn from the article. To do this, think about how you spend your money. Do you sometimes run out of money before you get paid again? On the lines below list two or three expenses you would like to reduce.

____________________ ____________________ ____________________

Preview the Reading

Before you read the article, preview it by reading the title and all the headings. Think about what the headings mean.

What happens to a house of cards? What is this section probably about? Think about the headings "I deserve it" and "Dollar Dribbling." What do they suggest about spending habits?

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Use the Strategy

This article is about solving money problems. It offers tips for cutting back on spending. As you read the article, look for ways to reduce the expenses you listed on page 14.

What's Eating Your Paycheck?

Rebecca E. Greer

If your paycheck seems to be disappearing into thin air, you may be stuck in money traps. But don't despair; most people can get unstuck without hiding from creditors or filing for bankruptcy.

Budget Blunders

The biggest one: no budget at all. As one reader put it, "We just put all the bills in a pile, then try to decide which to pay." As she and others have learned, however, the money usually runs out before the bills do. Or as another woman wrote: "There's too much month left at the end of the money."

The same problem plagues[1] many who do have a budget. In letter after letter we read, "It looks good on paper, but it never seems to work." Why not? Often because the budgets are unrealistic.

The solution: Make a detailed record of where all your money goes now; then study it carefully. Look for expenses that can be cut back so you'll have more money for savings, vacations, and other goals. And don't give up in the face of high "fixed" expenses. Many of these can be reduced too. In fact, it's often easier to save on essentials than on enjoyable extras.

If housing takes more than 25 percent of your income, for example, consider refinancing your mortgage at a lower rate, moving to a cheaper place, or renting out an extra room. If utility bills are high, get the whole family involved in a conservation plan.

---

[1] **plague:** to annoy, worry

Some bills can be eliminated altogether. When one mother realized that cable TV was costing her $500 a year, for example, she decided that network TV wasn't so bad. If you question every expense, you can find a few that can be reduced.

Think about how to use these ideas. Which idea seems easiest for you to do? Why?

◀ **Check-in**

House of Cards

The costliest money trap is the credit-card bill that's never paid off. Creditors make this easy by setting minimum payments of as little as 2 percent of the total bill. But according to American Express, it will take more than 11 years (at 18.5 percent interest) to pay off a $2,000 bill with minimum payments. But many people admitted paying the bare minimum each month. Some are doing it on as many as 10 or 12 different accounts.

Interest also inflates[2] the cost of everything you buy on credit. The TV set that seemed like a terrific bargain at $300, for example, may cost $500 by the time the bill is paid off. Credit cards tempt you to buy more, too. One supermarket cashier told us she can always spot customers who plan to pay with plastic. "They buy more costly items," she said, "and pay less attention to weekly specials."

The solution: You don't have to cancel all your credit cards. Just leave them at home except when you need one for an emergency or a special purchase. You may be amazed at how much less you'll buy when you have to fork over cash.

In the meantime, concentrate on paying down those bills. Take on a second job for a while. Hold a garage sale. Sell your outgrown clothing or other unused items through a consignment shop. Start a home business marketing your crafts.

If your debts are already too high to handle, seek free or low-cost help at the nearest Consumer Credit Counseling Service. Check your telephone directory or call 800-388-CCCS.

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[2] **inflate:** to expand, increase.

Check-in ▶ Your purpose was to look for ways to solve money problems. Why do people spend less money when they leave their credit cards home?

Convenience-store Capers

It's no accident that most gas stations have convenience stores attached. Few of us can fill up the tank without buying a few snacks, cigarettes, lottery tickets, soft drinks, chewing gum, or other items we can live without. In fact, an Iowa woman admitted spending $50 a week at the convenience store. That adds up to $2,600 per year.

The solution: Take only enough cash for gas. Or find a station that doesn't sell anything else.

"I deserve it."

That's what hard-working men and women say to justify their lavish vacations, big stereo systems, or regular restaurant meals. They do deserve such indulgences. However, they also deserve a home of their own, a secure retirement, and freedom from worrying about unpaid bills. No one should have to live with what a Texas mother described as "constant stress, tension, even fear about money."

Sadly, the pleasure that comes from extravagances often disappears long before the bills do. The camcorder that one single mother bought for a special occasion, for example, is not much fun now. She's figured out that it will take her another three years to pay it off at $30 a month. And the New Yorkers who splurged on an outdoor hot tub now admit that they rarely use it "because we can't afford to heat it in winter."

The solution: Set priorities. Add up the annual cost of each item; then consider what else you could buy with the same money. That will help you decide which items are really worth it.

One Chicago woman, for example, discovered that daily lunches (averaging $8 each) with co-workers were costing her $2,000 a year. She decided to brown-bag it instead. "I now put twenty dollars a week into my vacation fund and another twenty into retirement savings," she says. "Those mean more to me than lunch."

Dollar Dribbling

"It's only two or three dollars," we say as we put coins into a vending machine, pick up a lottery ticket, or put off returning those videotapes. But if you save $3 a day instead of spending it frivolously, you'd have more than $1,000 at the end of the year.

The solution: Keep track of every dime you spend on little things so you can see how quickly they add up. Stop the dollar drain by removing all extra cash from your wallet every day.

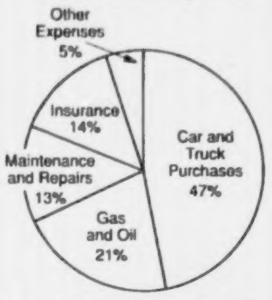
Final Check-in

Which of the ideas in this article might help solve your money problems? Why?

▲▼▲

How Much Does a Car or Truck Cost?

The article you just read recommends that everyone have a budget. In order to make a budget, you need to know how much you spend. For example, there are a number of costs involved in owning a car or truck. Look at the circle graph at the left to see what those costs are. The whole circle stands for 100 percent of the costs of owning a car or truck. The sections of the circle show what percent go toward each type of expense. All the percents added up will total 100 percent.



Owning a Car or Truck in 1992: Where the Money Went

Source: Statistical Abstract of the U.S. 1994

Compare the sizes of the sections of the circle. Which section is the largest? That type of expense costs the most. What is the next most expensive item?

Purchasing the vehicle is the largest expense on the chart; gas and oil accounts for the next largest cost. If you own a car or truck, how does this information compare with your expenses? As you can see from the graph, the expense of owning a vehicle is complicated enough to require a budget all its own.

After You Read

A. Comprehension Check Choose the best answer.

1. Even so-called "fixed" expenses can be
   (1) eliminated
   (2) increased
   (3) ignored
   (4) reduced

2. The author thinks everyone should
   (1) stop using cable TV
   (2) use a realistic budget
   (3) call a credit counseling service
   (4) shop at convenience stores

3. Why are credit cards expensive?
   (1) Minimum payments are high.
   (2) Purchases have higher price tags.
   (3) You pay interest on your purchases.
   (4) You buy less with a credit card.

4. This article is composed of a series of
   (1) problems and solutions
   (2) dates and other facts
   (3) amusing stories about money
   (4) events in time order

5. What percent of the total amount of money spent on cars in 1992 went toward insurance?
   (1) 20% (2) 12% (3) 14% (4) 44%

B. Revisit the Reading Strategy Can you use the ideas in this article to reduce the expenses you listed on page 14? How could you save on each expense?

C. Think Beyond the Reading Think about these questions and discuss them with a partner. Answer the questions in writing if you wish.

- What must you do to stick to a budget? What skills and habits do you need?
- Which of your expenses are necessary? Of those expenses that are not necessary, which are the most important to you? How do you budget for entertainment or fun?

Think About It: Identify the Main Idea and Details

When you read the article "What's Eating Your Paycheck?" you may have asked, "What's the point?" The "point" of a reading selection is the **main idea**—what the selection is about. Sometimes the author states the main idea of a selection in a topic sentence. It is often the first or second sentence of the selection. The main idea of this article appears in the second sentence: ". . . most people can get unstuck without hiding from creditors or filing for bankruptcy."

The rest of the article discusses common problems and suggests solutions. Each paragraph has its own main idea, which relates to the main idea of the article. Most paragraphs contain a topic sentence that states the main idea of the paragraph. The rest of the paragraph contains **details**—facts, examples, or reasons that support or explain the main idea.

A. Look at Identifying the Main Idea and Details

Look at the example from the article. Notice how the main idea of the paragraph is stated in the underlined topic sentence.

> ▶ In the meantime, concentrate on paying down those bills. Take on a second job for a while. Hold a garage sale. Sell your outgrown clothing or other unused items through a consignment shop. Start a home business marketing your crafts.

Now number the four details in the paragraph. Each detail is an example of how to earn extra money to pay your bills.

B. Practice Read each paragraph and underline the topic sentence. Then answer the questions.

1. ▶ Some bills can be eliminated altogether. When one mother realized that cable TV was costing her $500 a year, for example, she decided that network TV wasn't so bad. If you question every expense, you can find a few that can be reduced.

State the main idea in your own words by finishing this sentence.

You can get rid of ____

____

2. ▶ Sadly, the pleasure that comes from extravagances often disappears long before the bills do. The camcorder that one single mother bought for a special occasion, for example, is not much fun now. She's figured out that it will take her another three years to pay it off at $30 a month. And the New Yorkers who splurged on an outdoor hot tub now admit that they rarely use it "because we can't afford to heat it in winter."

State the main idea in your own words by finishing this sentence.

The fun of buying expensive things ______________________________

____

3. ▶ The costliest money trap is the credit-card bill that's never paid off. Creditors make this easy by setting minimum payments of as little as 2 percent of the total bill. But according to American Express, it will take more than 11 years (at 18.5 percent interest) to pay off a $2,000 bill with minimum payments. But many readers admitted paying the bare minimum each month. Some are doing it on as many as 10 or 12 different accounts.

Write one detail from the paragraph that supports or explains the main idea.

____

▶ **Talk About It**

Summarize this article for a friend or family member. When you summarize, you give the most important information. First state the main idea of the article. Then use the headings in the article to identify the important details—the major problems and their solutions. Discuss other ideas for managing money.

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Write About It: Write an Action Plan

The article "What's Eating Your Paycheck?" may have given you some ideas for saving money. Write about how you plan to spend less.

A. **Prewriting** Think of a way you can cut back on spending. Then write an action plan for doing it. For example, you may decide to spend less money on food. Brainstorm possible ways you can reduce food spending, listing every idea that comes to mind. Use your own ideas and ideas from the article. Here is an example:

Cut back spending by: Spending less on food.
Action Plan

- Use coupons
- Make a budget
- Make homemade snacks
- Eat out less often

Use the lines below to write your own action plan.

Cut back spending by: ____________________
Action Plan:

- ____________________
- ____________________
- ____________________

B. **Writing** Write a paragraph that explains your action plan.

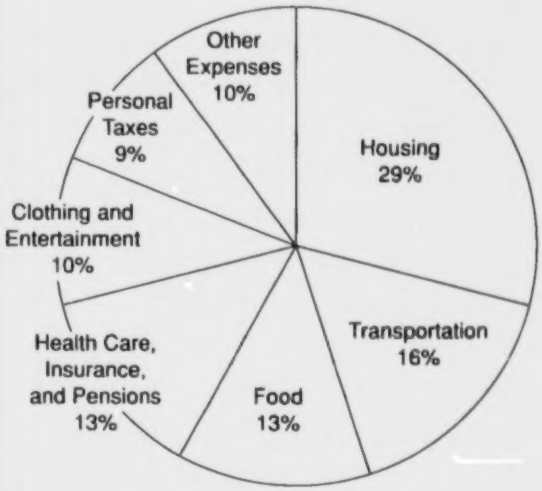
- Write a topic sentence that states the goal of your action plan. For example: "To save money, I will spend less on food."
- Then write details that include examples for saving money. Explain what you will do, when, and how.

▶ **Save your draft.** At the end of this unit, you will choose one of your drafts to work with further.

Life Skill: A Closer Look at Reading a Circle Graph

In order to save money, you have to know how you are spending it. The circle graph below shows how most people in the U.S. spent their money in 1992. Circle graphs, also called pie charts, show numbers or amounts as parts of a whole. The circle stands for all, or 100 percent, of something. The parts are shown as percents of the whole circle. The percent of a section determines its size.

How Americans Spent Their Money in 1992



Source: Statistical Abstract of the U.S. 1994

To understand this graph, first read the title. Then see how the sections of the circle compare to each other. The largest "slice" is labeled "housing." Reading the percentages confirms that housing is the biggest expense.

What percent of spending was for food? ____________________

You are correct if you said that 13 percent was spent on food.

Practice Read the graph and answer these questions.

1. What percent of spending was for transportation? ____________________
2. What percent was for clothes and entertainment? ____________________
3. Add together spending for housing, transportation, and food.
   What percent was for these three basic expenses? ____________________

Lesson 2 ▶ LEARNING GOALS

Strategy: Skim reading material
Reading: Read a chart and bank signature card
Skill: Understand categories
Writing: Fill out a bank signature card
Life Skill: Read a bank statement

Before You Read

In this lesson, you will read about how one couple opened a checking account. But first, think about what you already know about checking accounts and banking. Write any words that come to mind below.

Preview the Reading

To preview "Opening a Checking Account," skim the material. When you **skim,** you read the title, the headings, and any words in bold type. Skim the text, the chart, and the signature card. You may also want to read the first sentence in each paragraph.

Read the bold print on the chart. What is the chart about? What do you think the purpose of the signature card is?

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Use the Strategy

You skimmed the article to get the "big picture"—an idea of what the article is about. You also saw that there are three different kinds of material in the article: text, a chart, and a filled-in form. Now, guided by what you learned from skimming, read to find more details.

Opening a Checking Account

Jon Williams has never had a bank account before. But now he is married and has a new job. He and his wife, Sherry, want to start keeping their money in a bank.

When he went to the bank he was surprised. He told Sherry, "When you open a checking account, it's like shopping. You choose the services you need. The man at the bank said to read this chart and choose the plan that is right for us."

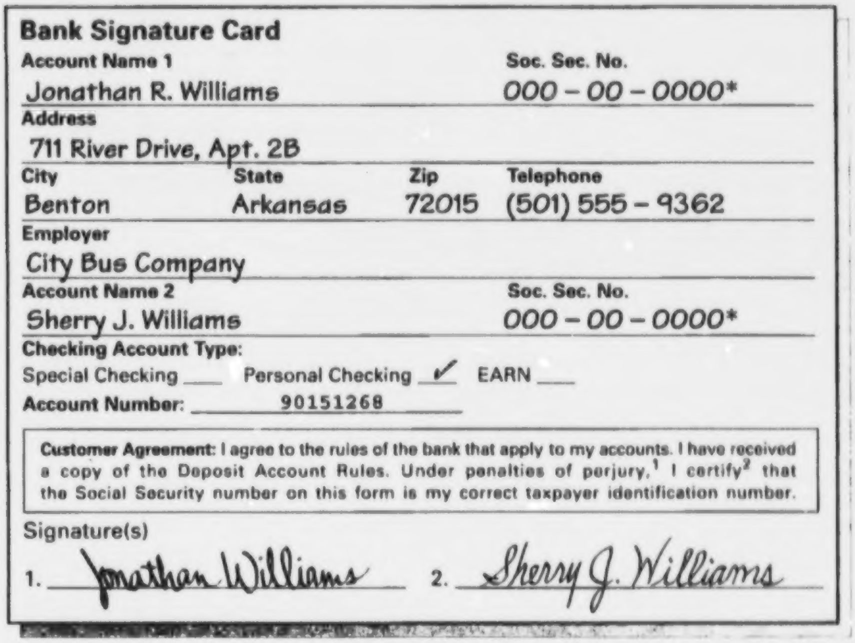
Types of Checking Accounts

Plan	Benefits	Fees
Special Checking ($25 to open)	• open with only $25 • 5 free checks per month	• $3.00 monthly service charge • $.50 for each check over 5
Personal Checking ($100 to open)	• unlimited free checks • no fee to use bank's automated teller machine (ATM)	• $8.00 monthly service charge • no fee when you keep a $750 daily balance or $1,500 in savings
EARN Checking with Interest ($200 to open)	• unlimited free checks • no fee to use bank's ATM • pays 2% interest	• $8.00 monthly service charge • no fee when you keep a $1,500 daily balance or $2,000 in savings

Check-in Have you opened an account at a bank? Is your account similar to one of the three in the chart? If so, which one?

Jon and Sherry estimated the number of checks they would write each month. Between home expenses and personal spending, they realized they might write as many as 25 checks in a month. They decided the Special Checking account would cost too much. It had a check charge and a service charge. The EARN account would require them to keep too much money in the bank. They chose the Personal Checking account because the $8.00 service charge would be cheaper than paying $.50 per check.

Jon and Sherry went together to open their checking account. The bank gave them an account number and a booklet called *Deposit Account Regulations* that described the bank's rules. Then Jon and Sherry filled out the signature card below.



Bank Signature Card

Account Name 1 Jonathan R. Williams
Soc. Sec. No. 000 – 00 – 0000*
Address 711 River Drive, Apt. 2B
City Benton **State** Arkansas **Zip** 72015 **Telephone** (501) 555 – 9362
Employer City Bus Company
Account Name 2 Sherry J. Williams
Soc. Sec. No. 000 – 00 – 0000*

Checking Account Type:
Special Checking ___ Personal Checking ✓ EARN ___
Account Number: 90151268

Customer Agreement: I agree to the rules of the bank that apply to my accounts. I have received a copy of the Deposit Account Rules. Under penalties of perjury,[1] I certify[2] that the Social Security number on this form is my correct taxpayer identification number.

Signature(s)
1. Jonathan Williams 2. Sherry J. Williams

*This example uses zeros instead of a real Social Security number.
1. **perjury:** lying under oath. 2. **certify:** to guarantee as true.

Jon and Sherry wrote their names on the lines marked "Account Name 1" and "Account Name 2" so that both of their names would be on the account. Then they filled out the other information. Finally, Jon and Sherry read the Customer Agreement and signed the card.

Final Check-in
Do you always read a document before signing it?
Why is that a good idea?

After You Read

A. Comprehension Check

1. Which plans have no monthly fee if you keep a minimum balance in your account? ____________________

2. What is the monthly service charge for the Special Checking account?

____

3. How much money must you keep in the Personal Checking account to avoid paying the monthly service charge? ____________________

4. How much interest does an EARN account currently pay? ____________________

5. What should Jon and Sherry read to find information about the bank's rules? ____________________

6. What important personal numbers did Jon and Sherry write on the signature card? ____________________

B. Revisit the Reading Strategy

1. Skim the chart again and write what ATM means. ____________________

____

2. Write one other thing you learned when you skimmed the chart and form. ____________________

C. Think Beyond the Reading Think about these questions and discuss them with a partner. Answer the questions in writing if you wish.

- Do you have a checking account? If so, how does it help you to manage your money? If not, would you like to open an account? Why or why not?
- What questions would you ask a bank representative if you decided to open a checking account?

Think About It: Understand Categories

Grouping similar things together is a way of organizing information to make it easier to understand. Grouping similar things together is called classifying. The first step in classifying is to identify the groups or **categories** into which items will be grouped. Similar things are then placed into the same category.

Charts and graphs are often used to group and display information in categories.

A. Look at Understanding Categories

Charts classify information by putting it into columns and rows. Chart categories are named in column or row headings. What are the three categories of information in this chart?

Types of Checking Accounts

Plan	Benefits	Fees
Special Checking ($25 to open).	- open with only $25 - 5 free checks per month	- $3.00 monthly service charge - $.50 for each check over 5
Personal Checking ($100 to open)	- unlimited free checks - no fee to use bank's automated teller machine (ATM)	- $8.00 monthly service charge - no fee when you keep a $750 daily balance or $1,500 in savings
EARN Checking with Interest ($200 to open)	- unlimited free checks - no fee to use bank's ATM - pays 2% interest	- $8.00 monthly service charge - no fee when you keep a $1,500 daily balance or $2,000 in savings

The categories are Plan, Benefits, and Fees. These headings tell you what type of information appears in each column.

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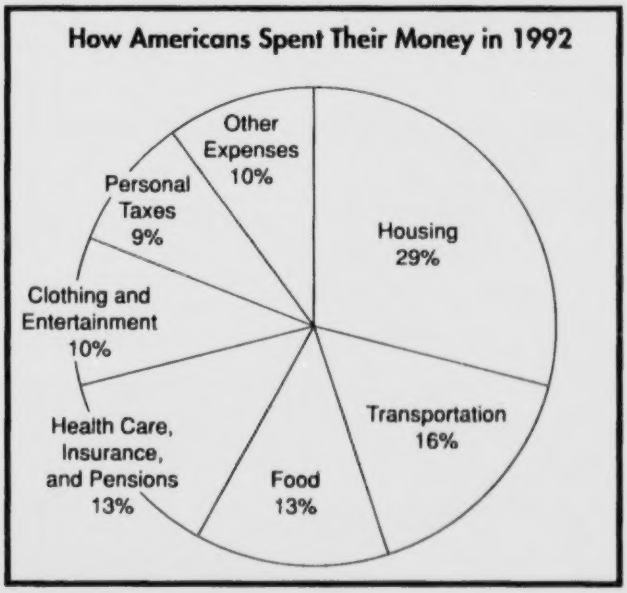
B. Practice Reread the chart on page 28 and the graph below and answer the questions.

1. In which category would you look to find how much interest you can earn on your checking account? ______

2. In which category would you look to find the deposit amount required to open each type of account? ______

3. In which category would you look to learn how much money you need to keep in the bank to avoid a service charge? ______

Graphs also present information. Here is the circle graph from page 23. Each section of the graph represents a category of spending.



4. In which category did Americans spend the most money? ______

5. In which category did Americans spend the least money? ______

Talk About It

Take turns with a partner to act out the roles of a bank employee and a customer opening an account. As the bank employee, explain the types of accounts. As the customer, ask questions about one type of account. If you were to open a checking account at this bank, which type of account would you choose and why?

Write About It: Fill Out a Bank Signature Card

Like Jon and Sherry, you will probably open a checking account at some time in your life, if you haven't already. In order to fill out the bank's signature card, you will need to be sure of some information.

A. Prewriting Before you start, make sure you have the information you need to fill out the form. You may want to make a list of your Social Security number and the other information requested on the form.

B. Writing Fill out the form below. Print on all but the signature lines. Write your Social Security number under the abbreviation "Soc. Sec. No." Place a check beside the name of the checking account that would be best for you. The account number is filled in for you. Read the Customer Agreement carefully. Then sign your name after number 1 on the last line.

Bank Signature Card

Account Name 1 **Soc. Sec. No.**

Address

City **State** **Zip** **Telephone**

Employer

Account Name 2 **Soc. Sec. No.**

Checking Account Type:
Special Checking ____ Personal Checking ____ EARN ____
Account Number: 90151270

Customer Agreement: I agree to the rules of the bank that apply to my accounts. I have received a copy of the Deposit Account Rules. Under penalties of perjury,[1] I certify[2] that the Social Security number on this form is my correct taxpayer identification number.

Signature(s)

1. ____________________ 2. ____________________

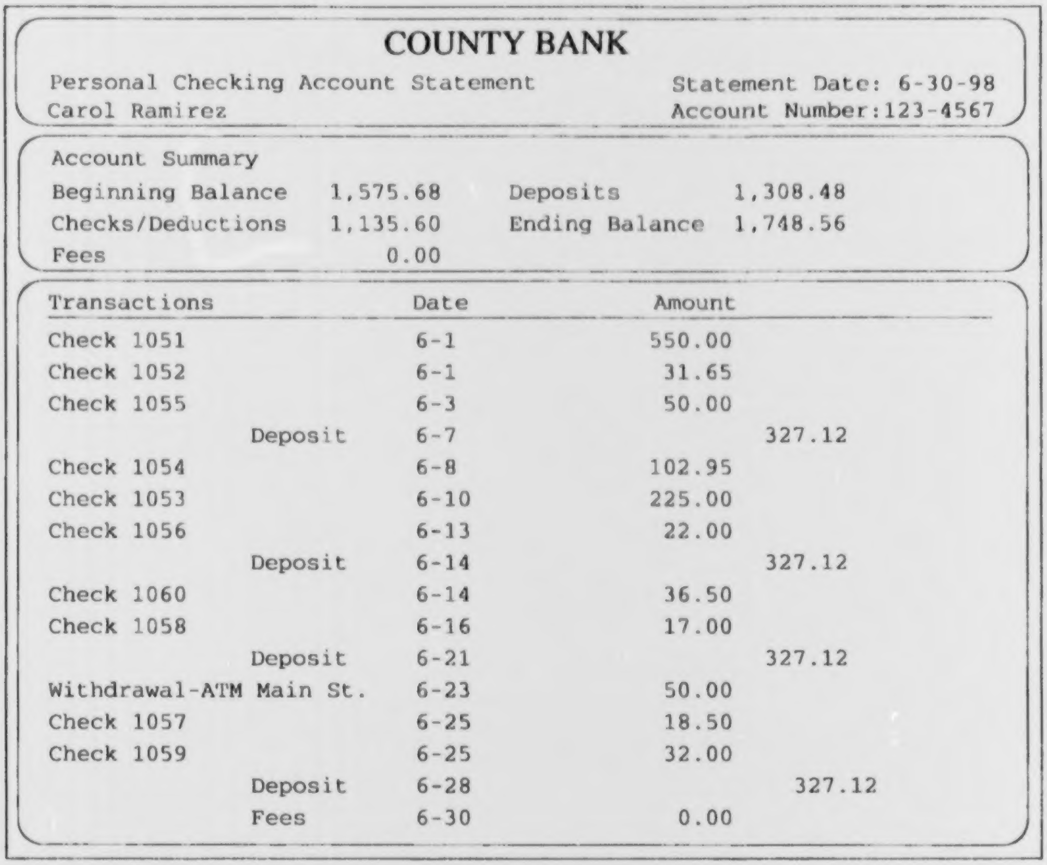
---

[1] **perjury:** lying under oath. [2] **certify:** to guarantee as true.

Life Skill: Read a Bank Statement

To help you manage your money in a checking account, the bank sends you a statement every month. The statement is a list of checks, withdrawals, and deposits made to your account that month.

Study the account statement below.



COUNTY BANK

Personal Checking Account Statement — Statement Date: 6-30-98

Carol Ramirez — Account Number:123-4567

Account Summary

Beginning Balance	1,575.68	Deposits	1,308.48
Checks/Deductions	1,135.60	Ending Balance	1,748.56
Fees	0.00		

Transactions	Date	Amount	
Check 1051	6-1	550.00	
Check 1052	6-1	31.65	
Check 1055	6-3	50.00	
Deposit	6-7		327.12
Check 1054	6-8	102.95	
Check 1053	6-10	225.00	
Check 1056	6-13	22.00	
Deposit	6-14		327.12
Check 1060	6-14	36.50	
Check 1058	6-16	17.00	
Deposit	6-21		327.12
Withdrawal-ATM Main St.	6-23	50.00	
Check 1057	6-25	18.50	
Check 1059	6-25	32.00	
Deposit	6-28		327.12
Fees	6-30	0.00	

Practice On separate paper, answer the questions about the account statement.

1. How much money did Carol withdraw on June 23? ______________________________
2. What was the total amount of checks and other deductions for the month? ____________
3. What happened on June 28? ____
4. How much money was in the account at the end of the month? ________________

Lesson 3 ▶ LEARNING GOALS

Strategy: Use your prior experience
Reading: Read an article
Skill: Recognize problems and solutions
Writing: Write a short article
Life Skill: Understand a budget

Before You Read

The article "$100 Dreams" is about the Trickle Up Program (TUP), which gives people around the world $100 grants to start their own businesses. You can use your **prior experience**—your personal experiences—to help you understand what you read. What are your dreams? What would you do if someone offered you $100 to start your own business? Discuss your ideas with a partner or a small group.

Preview the Reading

The events in this article take place all around the world. To preview the article, find these places on a world map or a globe:

Nepal
Cameroon
Ecuador
Andes Mountains
Caribbean Islands
Dominica
Kenya
Philippines

Use the Strategy
As you read, think about whether the Trickle Up Program would help you or someone you know to start a business.

$100 Dreams

Carolyn Males

Three and a half years ago, Pancha Maya, her husband and five children lived in a ramshackle flat in southern Nepal. Every morning the parents walked the dirt roads, seeking work in the rice fields. After the harvest, the family went begging for food.

Today the Mayas own a small paper-bag-making company. Their work space is the front yard of the new bamboo house they own. With the money they've earned, the Mayas have purchased a small plot on which they grow vegetables and raise goats for additional income. In fact, the family has saved 1,700 rupees ($68). This is remarkable in a country with a per-capita income of $160.

Grace Mbakwa, her husband and eight children once lived hand-to-mouth in the cattle town of Tugi, Cameroon. Today the Mbakwas run a clothing manufacturing business and own a home. They are able to send their children to school—at a costly annual sum of $2,800.

The idea of starting her own business seemed impossible to Pilar Moya, a poor woman from Atahualpa, high in Ecuador's Andes Mountains. Today, however, she is one of the proud owners of a bakery specializing in sweet cakes.

These businesses are part of an economic revolution sweeping the developing world. The catalyst[1] is the Trickle Up Program (TUP), an ingenious[2] nonprofit organization founded by New Yorkers Glen and Mildred Leet. TUP offers people like the Mayas, the Mbakwas and the Moyas modest $100 grants. Since 1979, the program has helped over 130,000 of the world's neediest people in 90 countries win small, lifesaving victories over poverty. And it has turned conventional thinking about foreign aid on its head.

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[1] **catalyst:** something that acts to bring about change. [2] **ingenious:** clever.

Poor Planning

During distinguished careers in international development, the Leets had seen that billions of dollars pouring into Third World welfare programs were not reaching those who needed help. Corrupt officials took their cut. Bureaucracies devoured the rest. What money the poor did get only made them more dependent.

Even well-intentioned projects were often poorly planned and executed. The Leets once visited a Caribbean-island place mat factory. They expected to see the much-touted modern machinery purchased with foreign aid. Instead they found 10 workers huddled in a vast room, stitching the coconut fiber by hand. Dozens of new sewing machines nearby lay idle, covered with dust.

"Why aren't you using your machines?" Glen asked the women. "We have electricity only one day a week," they replied. Planners hadn't considered the cost of gasoline to power the generators. So the plant's output remained the same.

In your experience, what is the best way to give help to people who need it?

◀ **Check-in**

The Leets concluded that there must be a better way. Wouldn't it make more sense to offer small grants to start cottage industries[3] and services and let the dollars "trickle up?" Then, step aside as individuals use their own skills and initiative to pull themselves out of poverty. That would cut out the fat-cat middlemen.[4] It would also cut out complicated grant applications and regulations that drain resources, energy and enthusiasm. Skeptics jeered. Fight global poverty with $100 grants? Ridiculous! It was like aiming with a pea shooter at a giant.

Heads Up

Undaunted, the Leets put their theory to the test on the Caribbean island of Dominica. They outlined TUP's requirements to a group of locals:

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[3] **cottage industry:** a small manufacturing business carried on at home.
[4] **fat-cat middlemen:** traders who buy cheaply from producers and sell to retailers at much higher prices.

Get five or more people together. Decide what kind of a business you want, and draw up a marketing plan with a TUP coordinator's assistance. TUP will send a $50 start-up check. Within three months, put 1,000 hours of work into your company, keeping records of sales. Reinvest 20 percent of the profits. Fill out a one-page business report form. TUP will mail a second $50. After that, you're on your own. No more money. No exceptions.

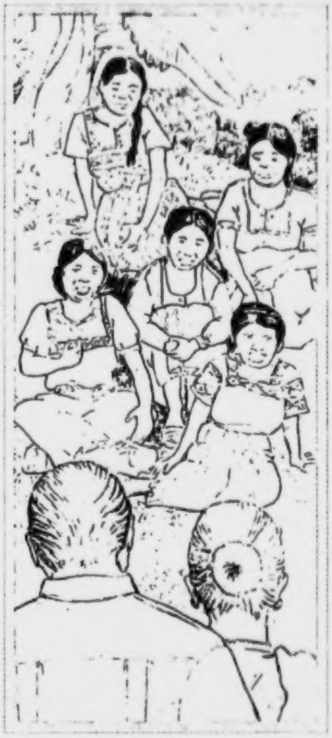
Check-in ▶ Does this plan sound as if it would work for you? Why or why not?

"Some listeners looked incredulous," Millie recalls. "But there were two or three whose eyes lit up." At the port town of Marigot, the Leets met with five poor women who were eager to start their own business. Marigot, one woman explained, had a big plant, where South American bananas, bound for Europe, were crated. "If one banana is spoiled," she said, "they throw out the entire bunch."

"Is there anything you can make with the bananas?" the Leets asked.

"We thought we might make banana chips to sell in grocery stores," another replied. Strangely, even as the conversation grew more animated, the women kept their heads down.

"How much is your work worth per hour?" Glen asked. The group seemed baffled by the question. "It's not worth anything," murmured Myld Riviere. Millie persisted. "Okay, if someone paid you for this work, how much would it be?" About one dollar, Myld estimated. "Well, if you put in a thousand hours in your business, that's $1,000," Glen pointed out. Suddenly, the women's eyes lifted. A *thousand dollars?* Their time had value!



Soon the Leets, who still take no salary, moved on to Jamaica, Montserrat, St. Kitts and Barbados.[5] They set up office in their New York apartment, filling file cabinets with TUP business plans and reports. Fired up by the couple's successes, government and social-development agencies, corporations, philanthropic[6] foundations and friends began sending contributions. With the money came volunteers—nearly 3,000 since the program began.

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[5] **Jamaica . . . Barbados:** islands in the Caribbean.
[6] **philanthropic:** giving aid to promote human welfare.

. . . Success is measured not just in money, but in the new self-confidence on the faces of TUP's beneficiaries.[7] It's dressmaker, Grace Mbakwa from Cameroon, pointing with pride to her Paid Business License on the wall of her shop. It's 50 women from a squatter settlement near Nairobi, Kenya, marching en masse to open savings accounts. It's Pancha Maya, who once wore rags, standing tall in her lovely red sari among neighbors in Nepal. Even the names many TUP grantees choose for their businesses—The New Hope, Marching Together, The Progressive Five—reflect their new-found strength.

In 1989, Millie returned to Dominica. She found the banana-chip company still in business, although much had changed after almost ten years. It was now housed in a two-room factory. When Millie knocked, Myld Riviere opened the door, a broad smile on her face. Boldly extending her hand and looking Millie in the eye, she was no longer the shy, unskilled woman who valued her labor at nothing.

Report Card

. . . Clearly, Trickle Up has helped the poor dare to dream. One of the best illustrations of this occurred in the Philippines when Millie visited a sausage-making company headed by Carlota Yambot. Just before leaving, she asked Carlota's children what they wanted to be. "A lawyer," said the 17-year-old daughter. "A pharmacist," said the 15-year-old son. "A foreign-service worker," said the 13-year-old. Clutching Millie's arm, Carlota smiled and said, "We all have dreams, but now because of Trickle Up, we have hope."

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7. **beneficiary:** someone who receives a benefit or advantage.

▶ **Final Check-in**

You know how it feels to be successful at something. How did success affect the people in the article? Did their businesses have to make millions of dollars to be successful?

After You Read

A. Comprehension Check

1. Why did the Leets start TUP?
(1) Foreign aid projects often didn't work.
(2) They couldn't afford a big aid project.
(3) Government leaders asked for their help.
(4) People weren't working hard enough.

2. The Trickle Up Program gives money to
(1) large foreign aid projects
(2) successful businesses
(3) poor people
(4) foreign governments

3. Why wasn't the machinery donated to the place mat factory used?
(1) It was broken.
(2) There wasn't enough machinery.
(3) It was sent to the wrong factory.
(4) They didn't have the electricity to use it.

4. Many people didn't think TUP would work because
(1) it was poorly managed
(2) $100 was not enough money
(3) corrupt officials would take the money
(4) poor people couldn't run a business

B. Revisit the Reading Strategy Using your experience, react to these statements. Discuss your reactions with a partner or a group.

Yes	**No**	**Maybe**	
_____	_____	_____	**1.** A program like TUP would work in America.
_____	_____	_____	**2.** People should be helped to help themselves.
_____	_____	_____	**3.** Even against the odds, dreams can come true.

C. Think Beyond the Reading Think about these questions and discuss them with a partner. Answer the questions in writing if you wish.

- Do you have an important dream or goal? If so, do you think you can achieve it? What strengths and skills do you have that will help you achieve it?
- What kind of help, if any, do you need to reach your goal?

Think About It: Recognize Problems and Solutions

Helping people solve their problems is a popular topic in newspapers, magazines, and books. This type of article usually begins by identifying and explaining a problem, and then offering one or more solutions. To understand these articles, you must be able to apply the skill called **recognizing problems and solutions.**

A. Look at Recognizing Problems and Solutions

1. The people in the excerpt below from "$100 Dreams" had a serious money problem. They couldn't earn enough to live:

> ▶ Three and a half years ago, Pancha Maya, her husband and five children lived in a ramshackle flat in southern Nepal. Every morning the parents walked the dirt roads, seeking work in the rice fields. After the harvest, the family went begging for food.

The Maya family's solution is found in the following excerpt:

> ▶ These businesses are part of an economic revolution sweeping the developing world. The catalyst is the Trickle Up Program (TUP), an ingenious nonprofit organization founded by New Yorkers Glen and Mildred Leet. TUP offers people like the Mayas, the Mbakwas and the Moyas modest $100 grants.

The solution was that the Mayas started their own successful business.

2. Find the problem and its solution in the next passage:

> ▶ Grace Mbakwa, her husband and eight children once lived hand-to-mouth in the cattle town of Tugi, Cameroon. Today the Mbakwas run a clothing manufacturing business and own a home. They are able to send their children to school—at a costly annual sum of $2,800.

The problem was that the Mbakwa family lived hand-to-mouth.
The solution was for the Mbakwas to run a business.

B. Practice Read the excerpts and answer the questions.

1. ▶ . . . the Leets had seen that billions of dollars pouring into Third World welfare programs were not reaching those who needed help. Corrupt officials took their cut. Bureaucracies devoured the rest.

Underline the sentence that best states the problem.

2. ▶ Wouldn't it make more sense to offer small grants to start cottage industries and services and let the dollars "trickle up?" Then, step aside as individuals use their own skills and initiative to pull themselves out of poverty.

What is the solution offered in the excerpt above? ______________________

____

3. ▶ The idea of starting her own business seemed impossible to Pilar Moya, a poor woman from Atahualpa, high in Ecuador's Andes Mountains. Today, however, she is one of the proud owners of a bakery specializing in sweet cakes.

a. What is the problem in the passage? ______________________

b. What was the solution? ______________________

____

▶ **Talk About It**

Discuss the kind of business you could start in order to make money.

- How much money would you need to start this business?
- What would you spend the money on?
- What skills would you need to make this business a success?

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Write About It: Write a Short Article

"$100 Dreams" is about poor people who become business owners. Now you will write some ideas for affordable businesses.

A. **Prewriting** Interview people who run a business at home or who operate their business at very low cost. For example, some people make items at home and sell them to stores. Others run lawn-mowing or cleaning services with low overhead costs. Ask questions such as these:

- How much money does it cost to set up this business?
- What skills do you need to run this business?

Person: Gina H.

Type of Business:
lawn mowing service

Start-up Costs:
cost of mowers
$100 per week for advertising
gas, oil, maintenance

Skills needed to run this business:
willingness to work long hours
ability to keep track of income and expenses
ability to fix lawn mowers
ability to accurately estimate how long a job will take

B. **Writing** Write a two-paragraph news article about your interviews. Use the notes you took in part A.

1. In the first paragraph, describe your questions and the interview process. How many people did you talk to? What questions did you ask?
2. In the second paragraph, summarize the answers, using two or three examples. What kinds of businesses do people run from home? What kinds of businesses have low costs? How much do these businesses cost to start and operate? What do you need to know in order to run these businesses?

▶ **Save your draft.** At the end of this unit, you will choose one of your drafts to work with further.

Life Skill: Understand a Budget

A **budget** is a plan for spending your money. To make a budget, you predict your expenses. Total expenses should be less than monthly income. Below is part of a sample budget. Compare this person's actual spending with the amount budgeted. In what expenses did the person spend more than the budgeted amount this month?

Expense	Monthly Budgeted Amount	Actual Amount Spent
Rent	475.00	475.00
Electricity	60.00	75.00
Groceries	200.00	180.00
Eating Out	40.00	66.00

You were right if you said this person spent more than was budgeted for electricity and eating out.

Practice Read the categories in this sample budget for a family of four. Then answer the questions on separate paper.

Monthly Income 1,500.00	Expense	Monthly Budgeted Amount	Actual Amount Spent
	1. Food	200.00	230.00
	2. Housing	675.00	675.00
	3. Transportation	50.00	70.00
	4. Entertainment	35.00	55.00
	5. Clothing	75.00	30.00
	6. Insurance	200.00	200.00
	7. Savings	265.00	240.00
		1,500.00	1,500.00

1. How much did the family plan to save?
2. How much did they save?
3. Did they spend more than they budgeted for entertainment?
4. What is the family's total monthly income?
5. Did they stay within their budget for the month?
6. For which two items did the family spend exactly the amount budgeted?
7. Why were they able to predict the amounts for these two items accurately?
8. Why were they unable to predict amounts in the other categories as accurately?

▶ Writing Skills Mini-Lesson: Capitalization Rules

Use a **capital letter** at the beginning of these words:

1. **The first word of a sentence and the word *I*.**
   My husband and I want a car. We are saving for a new one.
2. **Days of the week, holidays, and months.**
   Tuesday, Saturday, Thanksgiving, the Fourth of July, March, June

Tip Do not capitalize small words like *the, a, of,* or *and.*

3. **Names of places such as cities, states, countries, and continents.**
   Detroit, Michigan, Japan, Europe
4. **Names of organizations, institutions, companies, and brands.**
   the American Cancer Society, University of Delaware,
   Ford Motor Company, Kleenex
5. **People's titles and names.**
   Mr. Martin Pagano, Ms. Carla Raymundo, Mrs. Vista, Ted Beck,
   Dr. Albert Choi, Professor Sykes, Senator Feinstein

Tip Capitalize people's titles only when they are used with the person's name. Do not capitalize them when they appear alone:
I like **Professor Rashid.** She is an excellent **professor.**

Practice This paragraph has no capital letters. Find the words that should start with a capital letter. Then copy the paragraph on your own paper, capitalizing words correctly.

> when i shop, i always compare prices. for example, i usually use tide for my wash, but last monday i got ivory since it was on sale. i also compare prices for services. when i moved to chicago last april, my friend jamal told me about two good doctors. i chose dr. angela carter at grant hospital because she charges less than the other doctor.

Unit 1 Review

Reading Review

Being a Smart Borrower

Think carefully before you borrow money. Taking out a loan can help solve some problems. But paying off a debt can be expensive. Borrow only when you really need extra money right away.

For example, you might need to make major repairs to your car. Or your child might need a lot of dental work. For problems like these, you need a lot of money quickly. A loan might be the answer.

People also borrow for large purchases and long-term goals. This allows you to use an item you buy while you are paying for it. For instance, most people take out a loan to buy a car or a house. And many people borrow to cover the cost of job training or college.

It's best not to take on a big debt unless you really need to. Before borrowing, ask yourself these questions:

- Do I really need to buy this now?
- Is it still a good deal when the interest (cost of borrowing money) is added to the price of the item?
- Can I afford the payments?

If you answer "no" to any of these questions, a loan might *cause* more problems than it solves.

If you decide to borrow, shop around for the best loan for you. Check with different banks. Ask about different types of loans. Get the lowest interest rate you can find. Here are some terms to know:

- **principal:** the amount you borrow
- **interest:** the charge for borrowing money—usually a percent of the principal
- **loan:** the amount you borrow plus the interest
- **collateral:** something that the lender accepts as security in case you don't make your loan payments. This may be the item you are buying. The car is often the collateral on a car loan.

Finally, get all of your questions answered. Be sure you understand the fine print on any loan contract before you sign it. Ask about your right to change your mind. Be a smart borrower.

Choose the best answer to each question.

1. What is the main idea of this article?
(1) Interest rates make borrowing easy.
(2) It is important to be a careful borrower.
(3) You should always invest your money.
(4) You should avoid borrowing money.

2. The article says if you need a lot of money right away, one solution is to
(1) get a loan
(2) look for a second job
(3) look for a high interest rate
(4) save for a rainy day

3. When you borrow money, you pay
(1) collateral
(2) interest
(3) credit
(4) security

4. Which of the following would be classified as a long-term need?
(1) a new dress
(2) dinner at a restaurant
(3) a house
(4) holiday shopping

Writing Process

In Unit 1, you wrote two first drafts. Choose the piece that you would like to work with further. You will revise, edit, and make a final copy of this draft.

_____ your action plan for cutting back on spending (page 22)
_____ your article about ideas for new businesses (page 40)

Find the first draft you chose. Then turn to page 160 in this book. Follow steps 3, 4, and 5 in the Writing Process to create a final draft.

As you revise, check your draft for these specific points:
Action plan: Did you suggest specific solutions to your money problem?
Article: Did you give examples from your interviews?

Unit 2 On the Job

Work is an important part of life. Sometimes work is satisfying. Sometimes it just makes you tired. But whether you go to a job every day or work at home, you do important work. You help to support and take care of yourself and your family. You work to keep your home clean and safe. And you work to learn new things every day.

Sometimes you learn new skills and ideas from others. Sometimes you figure things out for yourself. Before you begin Unit 2, think about the different kinds of work you do. Think about other people's jobs, too. What makes work satisfying? What is your idea of a good job?

▶ **Be an Active Reader**

As you read the selections in this unit

- Put a question mark (?) by things you do not understand.
- Underline words you do not know. Try to use context clues to figure them out.

After you read each selection in this unit

- Reread sections you marked with a question mark (?). If they still do not make sense, discuss them with a partner or your instructor.
- Look at words you underlined. Discuss any words you still don't understand with a partner or your instructor, or look them up in a dictionary.

Lesson 4 ▶

LEARNING GOALS

Strategy: Imagine
Reading: Read personal accounts and a poem
Skill: Make inferences
Writing: Write a personal account
Life Skill: Read workplace signs and symbols

Before You Read

Two readings in this lesson, "I'm Not Making Coffee" and "What I Do at Work," are personal accounts of work experiences. Both were written by students at the Literacy Council of Greater St. Louis. The third reading, a poem entitled "Myrtle," is about a woman and her job.

To understand other people's stories, it helps to imagine yourself in their place. To see how this works, think of someone you saw working today—for example, a road repair worker, a mail carrier, or your child's teacher. Imagine yourself doing that person's job. Think about it and then answer the questions below.

When does your imaginary workday begin? ______________________________

Who do you work with? ______________________________

How does your work make you feel? ______________________________

Preview the Reading

Skim "I'm Not Making Coffee" and the poem "Myrtle." Look at the pictures. Try to figure out what kind of work these people do. Now predict what you think you will learn about them and their jobs.

Use the Strategy
As you read this account, imagine that you are the cabdriver. How would you feel about this passenger? How do you think the cabdriver in the story feels about the passenger?

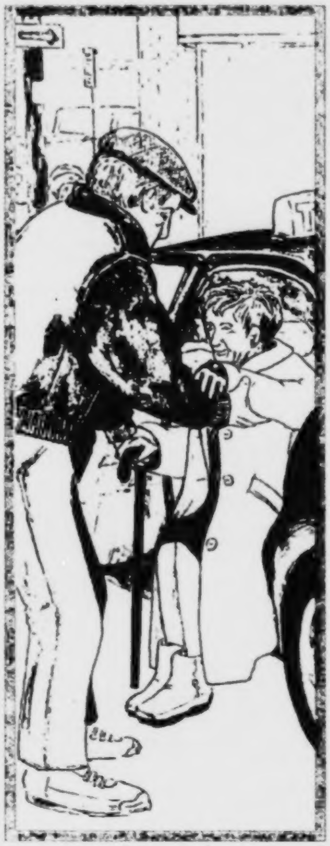
I'm Not Making Coffee

Bob Carruthers

One day I picked up a lady. She got in the cab and told me where she was going. I started the meter and off we went.

Let me explain something to you. This lady was a very nice elderly lady.

We got to her house and I had about $6.45 on the meter. The lady paid me and gave me a tip. I got out of the cab and opened the door to help her out. She asked if I would carry her bags to the door. I said, "Okay" and I did.



I came back to the cab to get her and help her up the steps. We got to the front door and stopped. She turned to me and said, "Would you mind opening the door for me?" I said, "Okay." At that, she handed me the keys. I opened the door, and held it open for her. At last, she stepped into the house.

Then she asked me if I would set her bags inside the door. Again I said, "Okay." As I set the bags down, she asked if I would turn on the lamp for her, and again I said, "Okay."

As I turned for the door, I heard her voice say, "Would you help me untie my coat? I have arthritis very bad." Once again, I said, "Okay."

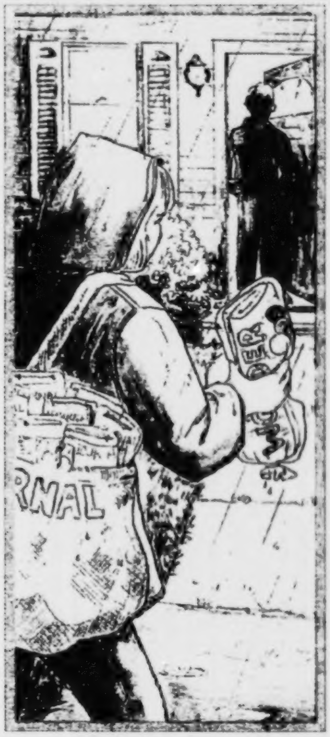
Finally I said, "Hey lady! I have to go back to work sometime today." And she said, "That's okay, I'm not going to make coffee."

Check-in
Did you imagine yourself in the cabdriver's place? How did you feel about the woman? Angry? Amused? Surprised? Impatient?

Use the Strategy
Imagine yourself in Myrtle's shoes. As you read, think about what she does in her job. Try to imagine why she has chosen this job.

Myrtle

Ted Kooser



Wearing her yellow rubber slicker,
Myrtle, our *Journal* carrier,
has come early through rain and darkness
to bring us the news.
A woman of thirty or so, with three small children at home,
she's told me she likes
a long walk by herself in the morning.
And with pride in her work,
she's wrapped the news neatly in plastic—
a bread bag, beaded with rain,
that reads WONDER.
From my doorway I watch her
flicker from porch to porch as she goes,
a yellow candle flame
no wind or weather dare extinguish.

Check-in
Did you imagine yourself doing Myrtle's job? How did you feel walking in the rain in the early morning? Would you enjoy Myrtle's job? Why or why not?

After You Read

A. Comprehension Check

1. What is Bob Carruthers' job? ______________________________

2. Write two things the passenger in Bob's story asked him to do.

____

____

3. How many times did Bob tell the lady, "Okay"? ____________________

4. Besides delivering newspapers, what other work does Myrtle do?

____

5. What makes the poet think that Myrtle takes pride in her work?

____

B. Revisit the Reading Strategy You were asked to imagine yourself doing Bob's and Myrtle's jobs. Remember how you felt as you read. Also think about how you imagined Bob and Myrtle felt. Check whether you agree or disagree with these statements.

Agree	Disagree	
______	______	**1.** Bob didn't really want to help the passenger.
______	______	**2.** Although Bob was helpful, he probably felt impatient.
______	______	**3.** Bob was probably afraid to go into the woman's house.
______	______	**4.** Myrtle may have felt like sleeping late on a rainy morning.
______	______	**5.** Myrtle enjoys her work.

C. Think Beyond the Reading Think about these questions and discuss them with a partner. Answer the questions in writing if you wish.

- Would you tip Bob? Would you tip Myrtle? What kind of worker deserves a tip?
- Do you like work that involves helping people? Why or why not?

Think About It: Make Inferences

When you **make inferences,** you use clues to figure out something that isn't actually stated in words. You do this every day, when you use your knowledge and experience to "fill in the missing pieces"—make sense of what you see and hear.

Making inferences is sometimes called "reading between the lines." For example, you can use the clues in the paragraph below to figure out, or **infer,** that Bob is a cabdriver.

> ▶ One day I picked up a lady. She got in the cab and told me where she was going. I started the meter and off we went.

A. Look at Making Inferences

1. When you read, you can infer how someone feels by using the clues, your experience, and your imagination. In the conversation below, how do you think Bob feels?

> ▶ Finally I said, "Hey lady! I have to go back to work sometime today."

He seems to be running out of patience. You can tell from what he says and how he says it. And you can imagine how you would feel in Bob's place.

2. Now think about the woman's reply to Bob's statement. Why do you think she says this?

> ▶ And she said, "That's okay, I'm not going to make coffee."

Here are some possible answers: She might mean that she won't need to ask Bob for more help. Or maybe she means that she would invite him in for a quick break, but not for coffee.

How might Bob react either way?

You might say that Bob would be upset if she asked for more help. Or maybe he would enjoy a break. You can see that often, more than one inference can be made.

B. Practice

1. Answer these questions about "I'm Not Making Coffee."

   a. Do you think the woman lives alone or with someone else?

   b. How many steps do you think they had to climb to get to the front door?

   c. Why do you think the woman asks the cabdriver for so much help?

2. Answer these questions about the poem "Myrtle."

> ▶ A woman of thirty or so, with three small children at home,
> she's told me she likes
> a long walk by herself in the morning.

   a. Why do you think Myrtle might enjoy a morning walk by herself?

   b. Reread the whole poem (page 48). Why do you think the poet chose to write about an ordinary person like Myrtle?

▶ **Talk About It**

Read "I'm Not Making Coffee" or "Myrtle" aloud to a group of students, friends, or family members. Discuss how Bob or Myrtle feels about their work. Then discuss these questions with the group:

- Do you like your job most of the time?
- What do you like and dislike about it?
- What would make your job more enjoyable?

Write About It: Write a Personal Account

"I'm Not Making Coffee" and "Myrtle" are about people and their jobs. Now write about work that you do, either at a job or at home.

A. **Prewriting** Read the personal account below, written by David La Mar. He describes his typical workday and lists specific tasks. Notice the details he uses to explain his job. You can use his story as a model for your own.

What I Do at Work

David La Mar

I come in every morning at 10:00 A.M. I work all day busing tables, cleaning and repairing the restaurant and doing just about anything that needs to be done. I usually get off work about 5 P.M. Lots of times I end up back at work if they beep me because of an emergency, and there usually is one.

If I don't have to go back to work I try to do other jobs at night or work around the house. On Saturday nights at work I make all of the salads for the restaurant. At this time of the year the kitchen gets so hot, way over 100 degrees. Other things I do at work sometimes are paint, clean the kitchen, clean walls and stoves, and unclog and replace plumbing. I do these things on Monday when the restaurant is closed.

Now choose a topic for your own personal account. You may write about your job or the work you do at home. Write your topic on this line.

After you choose your topic, make a list of the things you do every day in your work. It might help to write numbers beside each item to show what you do first, second, third, and so on. List specific tasks. Then make a second list of other responsibilities and tasks you do.

What I do every day

Other tasks and responsibilities

B. **Writing** Write two paragraphs describing your work, using the lists you made above. In the first paragraph, describe a typical day on the job, using your first list. Tell the important things you do. For the next paragraph, use your second list. Write about your other responsibilities and other things you do. Give your writing a title. You may use a simple one like David La Mar's title, or make up something that fits your job.

▶ **Save your draft.** At the end of this unit, you will choose one of your drafts to work with further.

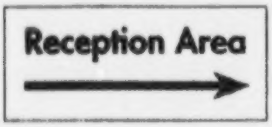
Life Skill: Read Workplace Signs and Symbols

Part of doing a job includes reading signs at the workplace. Signs in the workplace are very important. For example, signs can

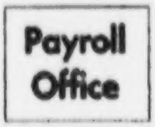
- tell you where to find something
- identify certain places
- give a warning

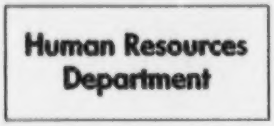
A. Signs in the workplace have many purposes.

1. Some signs give directions.

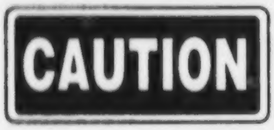

Reception Area

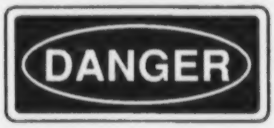
2. Other signs identify offices or departments.

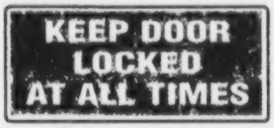

Payroll
Office


Human Resources
Department

3. Many workplace signs give instructions or warnings.





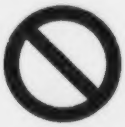

KEEP DOOR
LOCKED
AT ALL TIMES

B. To understand signs, read the following terms and their meanings.

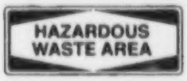
- **authorized:** having rights
- **hazard:** source of danger
- **permit:** written permission, such as a badge
- **personnel:** employees, workers
- **prohibited:** not allowed
- **required:** necessary, must have
- **toxic:** poisonous
- **voltage:** electrical power

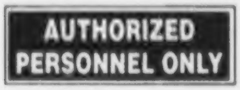
C. Sometimes symbols instead of words are found on signs.

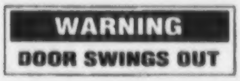
This symbol means prohibited, or not allowed. When something is pictured inside this symbol, the thing that is pictured is not allowed.

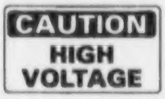


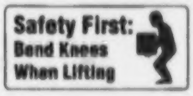
Practice With a partner, figure out what these signs mean. Discuss why each sign is important. Then write a sentence telling what each sign means.

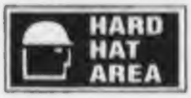
1. 
HAZARDOUS
WASTE AREA

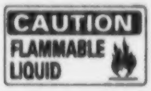
2. 
AUTHORIZED
PERSONNEL ONLY

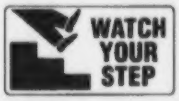
3. 
WARNING
DOOR SWINGS OUT

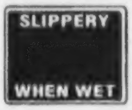
4. 
CAUTION
HIGH
VOLTAGE

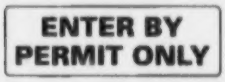
5. 
Safety First:
Bend Knees
When Lifting

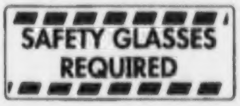
6. 
HARD
HAT
AREA

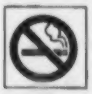
7. 
CAUTION
FLAMMABLE
LIQUID

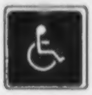
8. 
WATCH
YOUR
STEP

9. 
SLIPPERY
WHEN WET

10. 
ENTER BY
PERMIT ONLY

11. 
SAFETY GLASSES
REQUIRED

12. 

13. 

Lesson 5 ▶

LEARNING GOALS

Strategy: Use your prior experience
Reading: Read a work order and diagram
Skill: Follow steps in a process
Writing: Write directions
Life Skill: Read a diagram

Before You Read

"First Day on the Job: The Self-Taught Plumber" tells how a man uses a diagram to teach himself how to make a repair. Have you ever used a diagram that showed you how to do something? If so, your **prior experience** can help you understand this reading selection.

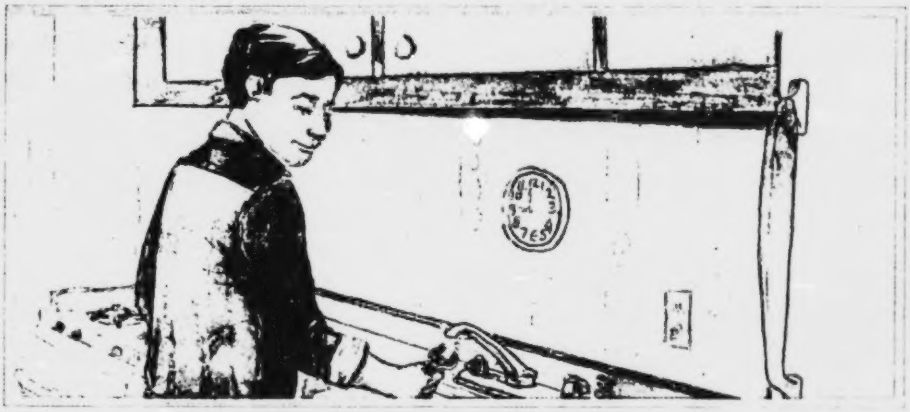
Have you ever taken something apart to repair it, or put parts together to build something? If so, what? ____

How did you know what to do? (Check one or more.)

- ______ I watched someone else do it.
- ______ Someone told me what to do.
- ______ I read the directions.
- ______ I figured it out by looking at the item.
- ______ I looked at the diagrams.
- ______ I used trial and error.

Preview the Reading

Look at the picture and skim the next two pages. What kind of work will you be reading about? Look at the diagrams and the work order. Make a mental note of anything that you will need to study carefully.



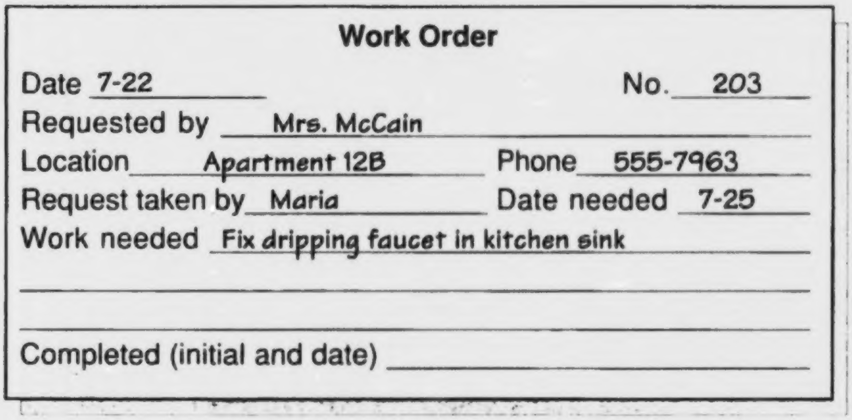
Use the Strategy
You will read about how Miguel fixed a faucet that dripped. Use your prior experience with repairs, at home or on the job, to help you understand the diagram.

First Day on the Job: The Self-Taught Plumber

Miguel has a new job. He's the maintenance man at the Oakwood Manor Home for senior citizens. When he was hired, the manager said, "This old building needs a lot of repair."

Miguel was good at fixing things, but he had never done much plumbing work. He was worried about that. So he was nervous when he got a work order to fix a dripping faucet. "Oh, no! Not on the first day!" he thought. At lunch, he drove to the library to get a book on home repairs.

Here is the work order Miguel received.



Work Order

Date 7-22 No. 203
Requested by Mrs. McCain
Location Apartment 12B Phone 555-7963
Request taken by Maria Date needed 7-25
Work needed Fix dripping faucet in kitchen sink
Completed (initial and date)

Check-in Have you ever seen a work order before? Is it like other forms you have used? How is it the same? How is it different?

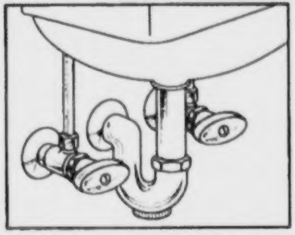
The sink in apartment 12B wasn't exactly like the one in the book, but it was close. Miguel followed the directions in the book and stopped the drip!

This is what Miguel found in the library book.

Repairing a Faucet That Has a Worn Washer

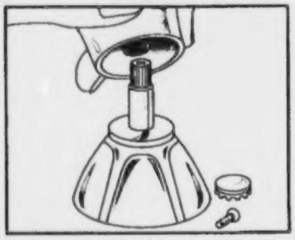
To replace a worn washer, follow these steps.

Step 1



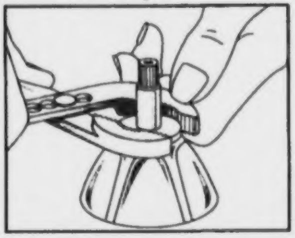
Turn off water at the shutoff valve. The shutoff is usually under the sink.

Step 2



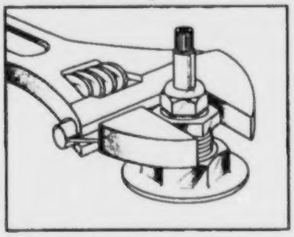
If faucet handle covers packing nut, remove handle.

Step 3



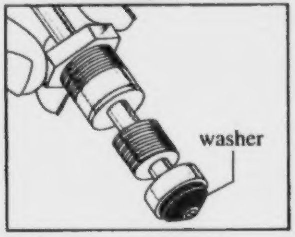
If faucet has a decorative cover, remove the cover to get at packing nut. You can put tape around the base of the fixture to avoid scratching it.

Step 4



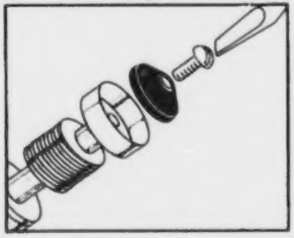
Remove packing nut by turning it counterclockwise with a wrench.

Step 5



Remove stem assembly.

Step 6



Locate the worn washer and replace it with a new one.

Step 7

Put the unit back together by reversing the order of steps 1–5 above. Remember to open the shutoff valve.

Final Check-in

Have you ever followed written directions to repair something? Did drawings help you picture the process? If so, did you use that experience to help you understand these directions?

After You Read

A. Comprehension Check

1. What is the purpose of a work order?
(1) It lists what services are available.
(2) It tells a worker what to do.
(3) It shows customers how to get help.
(4) It tells how much to pay a worker.

2. Whose name is written on the line "Requested by"?
(1) the person who does the work
(2) the person who takes the call
(3) the supervisor on the job
(4) the person who asks for the work

3. What do you do first to repair a faucet?
(1) Remove the handle.
(2) Replace the worn washer.
(3) Turn off the water.
(4) Remove the packing nut.

4. According to the diagram, the washer is a part of the
(1) faucet handle
(2) decorative cover
(3) packing nut
(4) stem assembly

B. Revisit the Reading Strategy What strategies have you used when following written directions to assemble or repair something? Check one or more. Discuss the strategy that was most helpful to you.

______ Read the directions aloud.
______ Match the actual parts with those pictured on a diagram.
______ Ask someone to help you.
______ Check off steps as you do them.

C. Think Beyond the Reading Think about these questions and discuss them with a partner. Answer the questions in writing if you wish.

- People learn in different ways. What is your preferred strategy for learning how to do something? Discuss these different ways of learning:
  - – reading directions
  - – listening to directions
  - – watching someone do it
  - – doing it
- What would help you to learn more easily at school? At home? On the job?

Think About It: Follow Steps in a Process

When you follow directions, you are usually **following steps in a process.** Directions may tell how to do something or make something. They may be broken down into steps, which you can follow in order. So that you can follow the steps in the correct order, they are usually numbered. The steps may contain clue words such as *first, next, while,* and *last* that tell you when to do each step.

Look at these steps for how to operate a fax machine. Notice the way both numbers and clue words are used to help you do it in the right order.

How to Send a Fax

1. First, press the button labeled "Dial tone."
2. Next, place the paper facedown in the document feeder.
3. Then, dial the fax number of the person to whom you are sending the fax.
4. Last, press the button labeled "Start."

A. Look at Following Steps in a Process

When you follow steps in a process, it is especially important to understand the order in which things should be done. In the example below, what do you do after you remove the packing nut?

4. Remove packing nut by turning it counterclockwise with a wrench.
5. Remove the stem assembly.

As you can tell by the numbers, the next step is to remove the stem assembly.

B. Practice Answer these questions about the steps in repairing a faucet that has a worn washer.

1. What do you have to do just before replacing the worn washer?

____

2. What do you do just after replacing the worn washer?

____

3. What two things might have to be removed before you can remove the packing nut? ______________________________

4. The steps below are *not* in the correct order. Write a number beside each step to show the order in which they should be done.

_____ If faucet handle covers packing nut, remove handle.
_____ Turn off water at the shutoff valve.
_____ Remove packing nut by turning it counterclockwise with a wrench.

5. On the lines below, list in order the steps for putting the faucet back together. The first and last steps are done for you.

1. Replace the stem assembly.
2. ______________________________
3. ______________________________
4. ______________________________
5. Turn the water back on.

▶ **Talk About It**

The correct order is important when giving and following "how to" directions. Think about the steps necessary to fix or make something simple, such as fixing a broken window or using an automatic camera. When giving steps in directions, how can you make your directions clear?

As a listener, what can you do to be sure you understand and remember the correct order? Discuss these strategies for listening to directions. Add other strategies of your own.

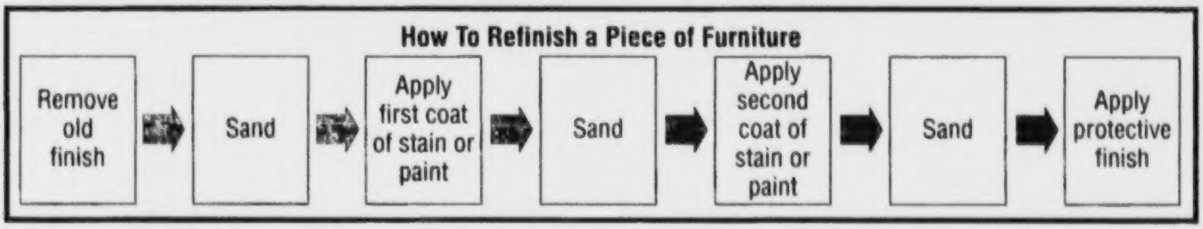
- Listen for steps.
- Repeat the steps to yourself.
- Visualize the steps.

Write About It: Write Directions

Sometimes you need to write down directions as part of your job. For example, you might have to write directions for a co-worker to follow. On page 58, you saw how the steps for repairing something can be shown with diagrams. In this activity, you will write steps that explain how to make something or how to repair something. You will write your steps in a kind of diagram called a flow chart.

A. Prewriting Before writing directions for following steps in a process, it helps to create a flow chart for the process. A flow chart shows each step in a separate box. Arrows between the boxes show the order of the steps.

Look at this sample flow chart that shows the steps for refinishing a piece of furniture. Think about how the flow chart shows the steps of the process.


How To Refinish a Piece of Furniture
Remove old finish
Sand
Apply first coat of stain or paint
Sand
Apply second coat of stain or paint
Sand
Apply protective finish

Now think of something you do at work or at home that you would like to write directions for.

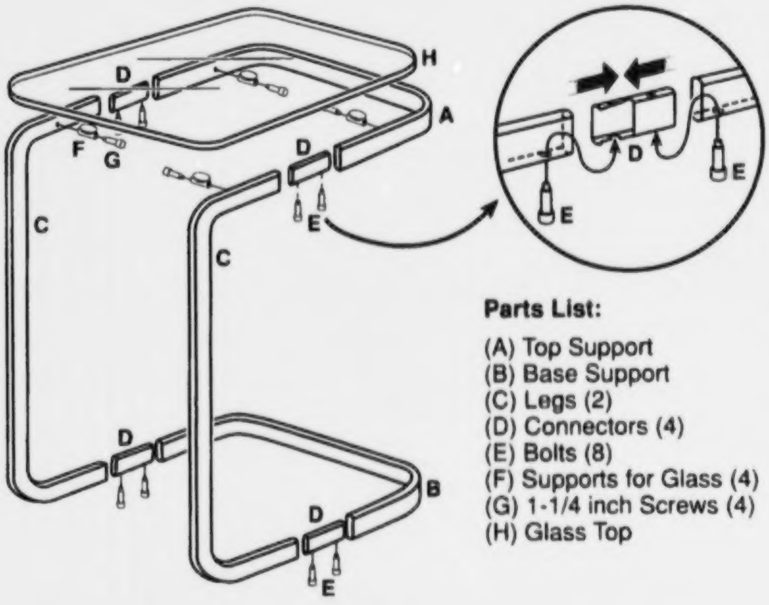
- First write a title: How to ______________________________
- Next, on a separate paper, list the materials and equipment in the order in which they are used.
- Then make a flow chart. Write the directions in the boxes. Make sure that you write only one step in each box and that you write the steps in order.

B. Writing Write your directions for others to read. First write your title. Then list the materials and equipment in the order in which they are used. Finally, write the steps, following their order in your flow chart. Number each step and give necessary details to explain how to carry them out.

▶ **Save your draft.** At the end of this unit, you will choose one of your drafts to work with further.

Life Skill: Read a Diagram

The diagram that Miguel followed showed him how to do a plumbing job. Diagrams are pictures that show how to do something, how something works, or what parts something has. Study these diagrams that show how to assemble a table.



Parts List:

(A) Top Support
(B) Base Support
(C) Legs (2)
(D) Connectors (4)
(E) Bolts (8)
(F) Supports for Glass (4)
(G) 1-1/4 inch Screws (4)
(H) Glass Top

Practice Answer the questions below.

1. What part is the base? ____________________

2. How many legs does the table have? ____________________

3. The smaller diagram is an enlargement of part of the table. What does it show?

____

4. The bolts (E) attach part D to what other parts? ____________________

5. The screws (G) attach the glass supports (F) to what parts of the table? ____________________

____

6. Name at least one way parts A and B are alike. ____________________

Lesson 6 ▶

LEARNING GOALS

Strategy: Use your prior knowledge
Reading: Read memos
Skill: Identify facts and opinions
Writing: Write a memo
Life Skill: Read a time sheet and an invoice

Before You Read

The readings in this lesson are a series of memos. These memos are short business letters that give information to employees in a warehouse.

A memo usually begins with headings like this:

To:
From:
Date:
Subject:

Memos are usually brief and written in a businesslike style. The topic of a memo is listed under the heading "Subject." The rest of the memo gives specific information about the subject in one or more paragraphs.

To understand the readings in this lesson, use your **prior knowledge** about memos and their subjects. To practice this strategy, use what you know about work to think of possible subjects for memos. On the line below, write one reason a manager might write a memo to employees.

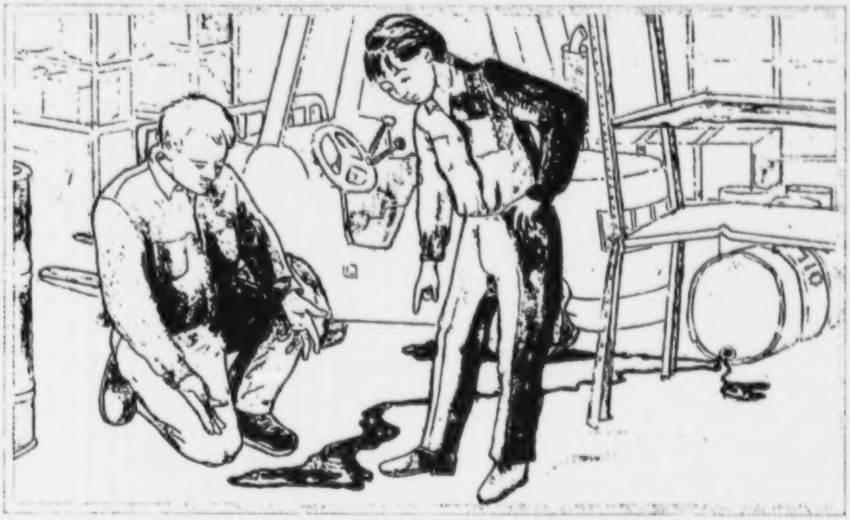
Preview the Reading

To preview the readings, read the title and look at the pictures. Then read the memo headings. Ask yourself these things:

- Who sends the memos?
- To whom are they sent?
- What are they about?
- What do you think is going on at this company?

Use the Strategy
The purpose of these memos is to get employees to solve safety problems at work. As you read them, think about safety problems at your job or at home. How is the safety problem at this company similar to safety problems you know about? How is it different?

Problem Solving on the Job



To: Warehouse employees
From: Marie Bowman, General Manager
Date: May 8
Subject: Safety problems on the job

In the last six weeks we have had reports of two accidents. The accidents were caused by oil spills on the warehouse floor and in the storage area. Both could have been avoided by following safety procedures. It appears that safety rules are being ignored.

All employees must follow safety procedures. Remember to read directions and follow procedures at all times.

Thank you for your help with this problem.

To: Warehouse employees
From: Steve Chang, Personnel Manager
Date: June 3
Subject: Training in Problem Solving

A training course on problem solving will be offered twice this summer. The first session will begin July 8 and will meet twice a week on Monday and Wednesday evenings, for three weeks. Each class will be 5:00–7:00 P.M. The course will be repeated, beginning August 5, at the same times. Details are on the sign-up sheet outside the personnel office. Deadline for sign-up is June 24.

Both hourly and salaried employees may take the course. Management believes the training will help employees work "smarter." Further, we feel employees can use skills from this course to help solve the recent safety problems. As an added benefit, those who take the course will learn new skills to use off the job as well.

Based on your knowledge, why might workers want to take this training?

◀ **Check-in**

To: Warehouse employees
From: Steve Chang, Personnel Manager
Date: June 21
Subject: Update on problem-solving training

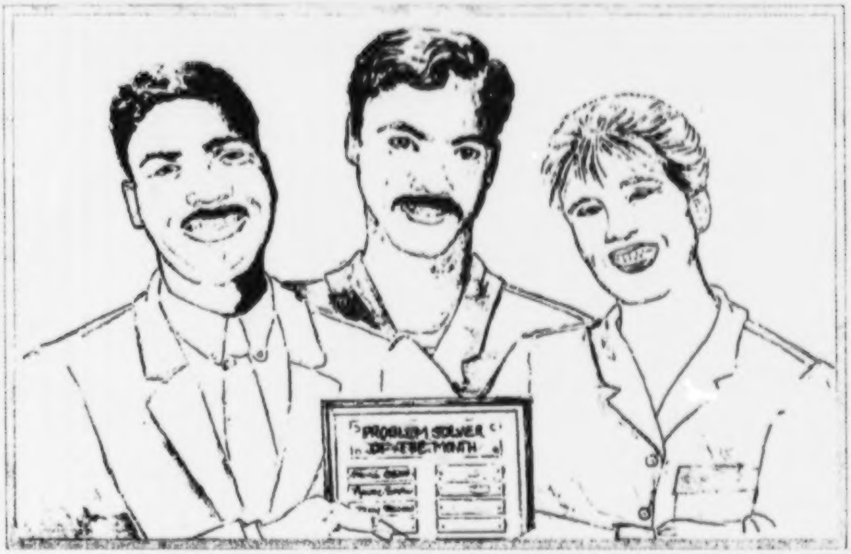
Don't forget to sign up for the problem-solving course by June 24.

Note that there is a change in the times. Training courses will now take place **4:00–6:00 P.M.** This change in times means that part of the course will take place during work hours. Employees will be paid for one hour of each two-hour class.

As mentioned before, we think the training will be well worth the time it takes. Employees with problem-solving skills may advance in the company more quickly. Further, these skills will be useful in both work and personal settings.

Why might the time have been changed? Do you think more people will take the training as a result of the time change?

◀ **Check-in**



To: Warehouse employees
From: Marie Bowman, General Manager
Date: September 10
Subject: Congratulations on a safety problem solved

I am pleased to report that three employees have each found a way to avoid oil spills. You may recall that oil spills caused two accidents in May. The company thanks Marsha O'Brien, Tyrone Simpson, and Tony Vacarro. All three took the problem-solving course during the summer. With the skills they learned, each tackled the problem in a different way.

These fine employees will get a bonus the first of next month. They will also be the first to receive "Problem Solver of the Month" awards. Look for their names on the plaque in the front office.

Thanks again to Marsha, Tyrone, and Tony! They have made this a safer workplace.

Final Check-in

Think about your work experience. Why would the company write this memo and give a reward to these employees?

After You Read

A. Comprehension Check

1. What is the safety problem mentioned in the first memo?

____

2. Why is the company offering the training? Name two reasons.

____

____

3. Why do you think the company decided to offer part of the training during paid working hours? ______________________

4. How did the company benefit from offering training to its employees?

____

5. Do you think the employees who took the training will be able to use it outside of work? If so, how? ______________________

____

B. Revisit the Reading Strategy Use your prior knowledge and think about meetings you have attended. What information should be included in a memo announcing a meeting of employees? Check each item below that you would include. Write at least one more suggestion.

_____ date of the meeting
_____ location of the meeting
_____ purpose of the meeting

Other ______________________________________

C. Think Beyond the Reading Think about these questions and discuss them with a partner. Answer the questions in writing if you wish.

- How important is it to you to learn new skills through on-the-job training? What do you gain?
- How do you solve problems at work or at home? What strategies do you use?

Think About It: Identify Facts and Opinions

On the job and in your personal life, you need to recognize the difference between **facts** and **opinions.** This skill is important because opinions may sound like facts. For example, in ads and political campaigns opinions are often presented as facts. If you recognize them as opinions, you will not be misled about products or candidates.

A **fact** is a statement that can be shown to be real or actual.
Example: Employees took a training course.
If a statement is a **fact,** you can answer "yes" to at least one of these questions:

- Can it be seen, heard, or felt?
- Can it be looked up in a reliable source?
- Has it been supported scientifically?

An **opinion** is a statement of belief, a guess, or a prediction.
Example: I think lifelong learning is important.

Opinions have not been proven to be true. Opinion statements may use words like *think*, *believe*, *seem*, and *appear*. Some opinion statements don't use these words. They may sound like facts.
Example: The senator is the best man for the job.

A. Look at Facts and Opinions

1. In the sentences below, how can you tell which is a fact and which is an opinion?

▶ In the last six weeks we have had reports of two accidents.

▶ It appears that safety rules are being ignored.

The first sentence is a fact because there is a record of the accidents and people saw them happen. The second sentence is an opinion because the manager is saying what she thinks has caused the problem. Notice the use of the word *appears*.

2. Which statement below is a fact? Which is an opinion?

▶ . . . we think the training will be well worth the time it takes.

▶ Details are on the sign-up sheet outside the personnel office.

The first sentence is an opinion. Notice the use of the words *we think*. The second sentence is a fact.

B. Practice Read the statements below and identify the facts and opinions. Write **F** for **Fact** or **O** for **Opinion** on the line before each statement.

_____ **1.** Management believes the training will help employees work "smarter."

_____ **2.** The accidents were caused by oil spills on the warehouse floor and in the storage area.

_____ **3.** Part of the course is now being offered during work hours.

_____ **4.** We feel it will help solve our recent safety problems.

_____ **5.** Three employees found ways to avoid oil spills that cause accidents.

_____ **6.** Employees with problem-solving skills may advance more quickly.

_____ **7.** All employees must follow safety procedures.

_____ **8.** People who take the course will benefit from it.

_____ **9.** The course will be repeated beginning August 5.

_____ **10.** Giving employees training during work hours is a good idea.

▶ **Talk About It**

When you summarize a selection, you tell only the most important points. Reread the memos. Then, with a partner or a small group, take turns summarizing each memo in this lesson. The tips below may help you. After each memo has been summarized, look back at the actual memo to see whether you covered the most important points.

Tip

- ○ First, state the main idea, or the purpose, of the memo.
- ○ Next, tell the important details in the memo.

Write About It: Write a Memo

In this lesson, you read memos about a problem at a company. Now you will write a memo about a problem at your job or in your neighborhood.

A. **Prewriting** First, state the problem. Then list details about the problem and some possible solutions. In the example below, a woman is planning a memo to a local government official:

Problem: Streetlights are out.

- dark streets invite crime
- dangerous to drive city streets in the dark
- government offices closed at night; can't call to report streetlights out

Possible Solutions

- provide night number for reporting streetlights out
- keep lights in better repair

The woman will probably choose to write about the first solution. Even lights in good repair can go out. A night number is the best solution because people may forget to call and report the problem the next day.

Now state your own problem. Then make a list of details about the problem and a list of possible solutions. Use the list below as a model. Decide which solution you will recommend in your memo.

Problem

____

Possible Solutions

____

B. **Writing** Write a two-paragraph memo to a person who can address your problem. Use the memos in this lesson as a model. Start your memo with a heading like the ones in those memos. Then use your lists for ideas:

- In the first paragraph, explain your problem. State the facts carefully. If you write an opinion, be sure to use words like *I think* or *I feel*.
- In the next paragraph, explain the solution you think is best.

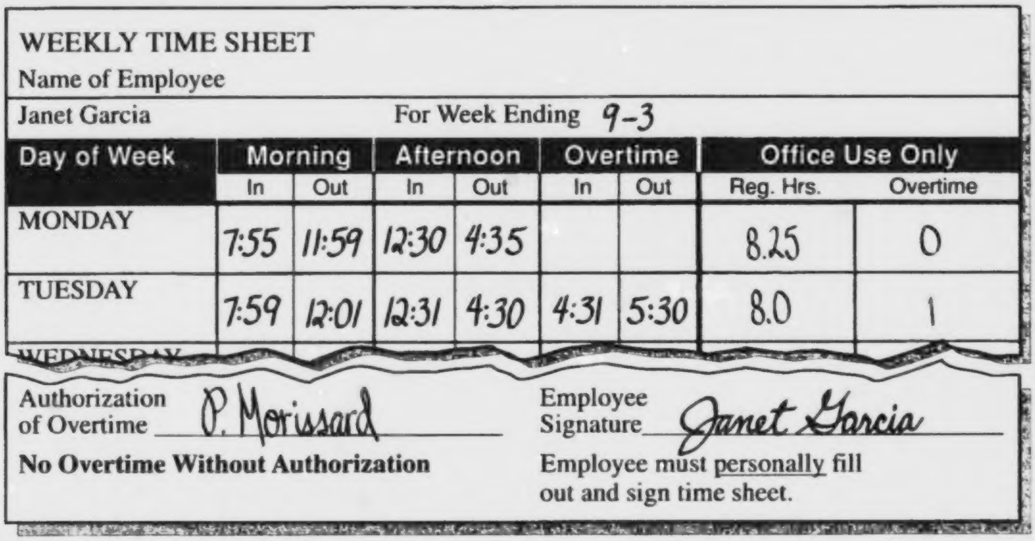
▶ **Save your draft.** At the end of this unit, you will choose one of your drafts to work with further.

Life Skill: Read a Time Sheet and an Invoice

Many different forms are used in the workplace. On these two pages, you will learn how to read a time sheet and an invoice.

Time Sheet

A **time sheet** like the one below is used to record the number of hours an employee worked.



WEEKLY TIME SHEET
Name of Employee
Janet Garcia For Week Ending 9-3

Day of Week	Morning		Afternoon		Overtime		Office Use Only	
	In	Out	In	Out	In	Out	Reg. Hrs.	Overtime
MONDAY	7:55	11:59	12:30	4:35			8.25	0
TUESDAY	7:59	12:01	12:31	4:30	4:31	5:30	8.0	1

Authorization of Overtime P. Morissard
No Overtime Without Authorization

Employee Signature Janet Garcia
Employee must personally fill out and sign time sheet.

At the beginning of the week, the employee fills in her name and the date. Every day she fills in her hours. She will be paid for the hours she works, rounded to the nearest quarter hour. She will not be paid for her lunch hour. Her boss must sign off on overtime at the bottom. Totals are entered by payroll personnel in the column headed "Office Use Only."

When did the employee go to lunch on Monday? When did she return?

The employee left for lunch at 11:59 A.M. and came back at 12:30 P.M.

A. Practice Answer the questions on separate paper.

1. Who fills in the two columns at the far right on the time sheet?
2. How many hours did the employee work Monday?
3. How much overtime did the employee work so far this week?
4. Who authorized the overtime?

Invoice

An invoice is a bill for a purchase or service. The invoice below was filled out by an employee of Stein's Office Supplies. The information on the form is in two parts. The top part is information about the customer. The bottom part is about the order. Read the invoice carefully.

INVOICE Stein's Office Supplies 21650

SOLD TO Marvin Browning	SHIP TO Marvin Browning
ADDRESS 321 E. Fourth Ave.	ADDRESS Same
CITY, STATE, ZIP Edgerton, IA 00625	CITY, STATE, ZIP

SALESPERSON JPR	TERMS Charge-VISA	DATE 6-12

ORDERED	SHIPPED	DESCRIPTION	PRODUCT NO.	PRICE	UNIT	AMOUNT
5-28	6-10	Desk lamps	3079A	15.95	2	31.90
5-28	6-10	Desk chair	8504	115.49	1	115.49

B. Practice Answer the questions.

5. How much did the desk chair cost? ____________________

6. What terms (method of payment) did Marvin Browning choose?

____

7. What is the product number of the desk chair? ____________________

8. When were the chair and lamps shipped? ____________________

9. How much did each desk lamp cost? ____________________

10. What was the total cost of the lamps? ____________________

▶ Writing Skills Mini-Lesson: Making Subjects and Verbs Agree

Every sentence has a **subject** (who or what the sentence is about) and a **verb** (what the subject does or is). In the present tense, verbs appear in different forms. The form of a verb changes depending on its subject. In other words, a verb must **agree** with its subject.

Follow these rules to make subjects and verbs agree in the present tense:

1. Add the *s* or *es* ending to the verb when the subject is a singular noun or the pronoun *he*, *she*, or *it*.
   A **carpenter** builds cabinets. **He** builds cabinets.
   A **pilot** flies planes. **She** flies planes.
2. Do not add an ending to the verb when the subject is a plural noun or the pronoun *I*, *you*, *we*, or *they*.
   Carpenters build cabinets. **I** build cabinets. **You** build cabinets.
3. The verb *to be* has several forms. See the chart below.

• I am	• we are
• you are	• you are
• he is, she is, it is	• they are
• the car is, the pilot is	• the cars are, the pilots are

Practice What do these people do on the job? Write complete and logical sentences about them.

1. Carpenters build cabinets and furniture.

2. A photographer ______

3. A driving instructor ______

4. Pilots ______

5. Firefighters ______

6. I ______

Unit 2 Review

Reading Review

Who Needs People Skills?

Amy wore a grim look as she walked out of the office of her college adviser, Janet Driscoll. She left the building and hurried to the parking lot. In addition to taking courses for a nursing degree, Amy had a job at a department store. She didn't want to be late for work. On the way to the car, she muttered aloud, "What a waste!" Her friend Carmen was waiting in the car. She said hello, but Amy was already complaining. "Mrs. Driscoll said I absolutely have to take the communications course! Why do I need that for nursing?"

Carmen said, "I think it's a good course. I took it last spring. You practice listening and do role plays. You pretend to be solving problems on the job. It seemed practical. I think it will help me work with people."

"Well, I don't have time for it," Amy said in disgust. "I know how to listen! I just want to get my nursing degree."

At work that night, Amy forgot about the meeting with her adviser. The store was so full of holiday shoppers that she had no time to think. By the end of the night, she was tired and tense.

Just before closing, Amy's manager came to talk with her. "Amy," she said, "a customer complained about you today. She wanted to return a dress. She said you were rude."

Amy got red in the face. "I was not!" she said loudly. "She had worn that dress. I didn't think I should take the return. So I told her to ask at the office. Then she got mad. But I wasn't rude."

The manager answered quietly. "I'm not saying you were. I just came to hear your side of the story. You don't have to get upset."

"I'm not upset! I'm just telling you I didn't do anything wrong," said Amy in an angry tone.

"I understand," said the manager. "Let's talk about it tomorrow."

As they left the store, she stopped Amy. "You're a good worker," she said. "But I think you need better communication skills. On any job you have to work with people."

Amy had to smile in spite of herself. "Where have I heard that before?" she thought.

Choose the best answer to each question.

1. In the first paragraph you learned that Amy is
   (1) studying to be a nurse
   (2) teaching nursing courses
   (3) angry with Carmen
   (4) happy with her adviser

2. Which of Carmen's statements is a fact?
   (1) "I think it's a good course."
   (2) "I took it last spring."
   (3) "It seemed practical."
   (4) "I think it will help me work with people."

3. It is an opinion when the manager says
   (1) "I understand."
   (2) "She wanted to return a dress."
   (3) "I came to hear your side of the story."
   (4) "I think you need better communication skills."

4. At the end Amy thinks that
   (1) she needs the communication class after all
   (2) the customer is always right
   (3) she should quit school
   (4) she needs to work harder at her job

Writing Process

In Unit 2, you wrote three first drafts. Choose the piece that you would like to work with further. You will revise, edit, and make a final copy of this draft.

______ personal account of the work you do (pages 52–53)
______ directions explaining how to do something (page 62)
______ memo about a problem at home or on the job (page 71)

Find the first draft you chose. Then turn to page 160 in this book. Follow steps 3, 4, and 5 in the Writing Process to create a final draft.

As you revise, check your draft for these specific points:
Personal account: Have you included details that explain the work you do?
Instructions: Did you check that all the steps are in order?
Memo: Have you suggested solutions for the problem?

Unit 3 Making a Difference

Most of us believe that we have a responsibility to others. We see people around us who need help. We know about problems in our own neighborhoods and cities, as well as problems our nation faces. We would like to be able to make a difference.

In this unit you will read about Shirley Chisholm, a woman who made a difference at the national level. You will also read about how ordinary citizens can make a difference in their communities. As you read, think about these questions: What are the needs in your community? How can you help? Does your vote matter? How can your voice be heard?

Be an Active Reader

As you read the selections in this unit
- Put a question mark (?) by things you do not understand.
- Underline words you do not know. Try to use context clues to figure them out.

After you read each selection in this unit
- Reread sections you marked with a question mark (?). If they still do not make sense, discuss them with a partner or your instructor.
- Look at words you underlined. Discuss any words you still don't understand with a partner or your instructor, or look them up in a dictionary.

Lesson 7

LEARNING GOALS

Strategy: Predict content
Reading: Read a biography
Skill: Summarize information
Writing: Write an autobiography
Life Skill: Read a brochure

Before You Read

The reading selection in this lesson is a biography of Shirley Chisholm. A biography is the story of a real person's life. Chisholm was the first black woman to become a member of the United States Congress. Like all members of Congress, she was elected by people in her home district. She stood up for their needs and interests as she helped make laws to govern the country. The biography shows how her early life prepared her for this important work.

As you read, use the strategy of **predicting content.** When you predict content, you try to foresee what will happen or what will come next. Practice the strategy now. What kind of information do you expect to find in a person's life story? One idea is already suggested below. Write two more predictions of what you might learn in a biography.

Date of birth

Preview the Reading

Preview "Shirley Chisholm: First Black Congresswoman" by looking at the pictures and reading the section headings. Then read the first and last paragraphs. What do you think you will learn in this story about Chisholm's career in Congress?

Use the Strategy
Predict what kinds of problems you think Shirley Chisholm might have faced while running for public office.

Shirley Chisholm: First Black Congresswoman

AP/WIDE WORLD PHOTOS

When Shirley Chisholm ran for the U.S. Congress, she had two strikes against her: She was black and she was a woman. Women had been elected to Congress before, but not many. A black woman had never been elected.

How did a tiny, 90-pound black woman from a poor family get to be a member of Congress? Her grandmother's words help explain it: "The most important thing for you to remember, Shirley, is that your brainpower is going to make the difference in your life." Young Shirley would use that brainpower, and use it well.

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Shirley's Childhood

Shirley Chisholm was born Shirley Anita St. Hill in Brooklyn, New York, in 1924. Her parents had come to New York from Barbados, an island in the Caribbean Sea. Even though they worked hard, they were very poor. In the 1920s, black people had a hard time getting good jobs. Her father, Charles St. Hill, had not finished high school, so it was even harder. Shirley's mother earned a small income by sewing at home, and she also took care of Shirley and her two younger sisters. Even though both parents worked, the St. Hills could not earn enough to support themselves and their three daughters.

When Shirley was 3 years old, her parents had to send the three girls to live with their grandmother in Barbados. For the next seven years, the girls lived on a farm, again without much money. Their parents worked to save enough money to bring them back to New York.

What do you think you will learn about Shirley's life in Barbados?

◀ **Check-in**

Shirley remembered living on her grandmother's farm as "a wonderful life." She and her sisters did chores and worked on the farm. They also picked fresh fruits and vegetables right off the vine and swam every day in the clean, blue water of the Caribbean Sea.

Shirley's parents brought their three daughters back to Brooklyn when she was 10. They had saved enough money to barely support the family. Shirley's father and mother ran a strict household. Her father read three newspapers a day. He gave each child part of a paper to read. They were expected to discuss the articles at dinner. Shirley loved it.

When Shirley was still a young girl, her father took her to political meetings with him. She was often the only child at the meetings. But Shirley didn't mind. Her father wanted her to learn things. He would say, "I want her to learn everything and understand. I want her to ask questions." She learned to listen and to ask questions. It was good training for her future life in politics.

Check-in ▶ What did Shirley learn from her father that would give her the motivation and skills to be a leader later in her life?

College and Early Adult Life

Shirley graduated from high school in 1942 and went to Brooklyn College. She was the first member of her family to attend college. In college, Shirley joined the debate club. She gave many speeches. She spoke intelligently and people listened. One of her professors noticed her ability to influence people with her speeches. Professor Warsoff encouraged her to run for student president. Shirley pointed out that she had very little chance because she was both black and a woman. But Professor Warsoff responded, "Yes, we know that. But you have what it takes." Shirley ran and almost won the election.

After college, Shirley continued to work hard. She became a nursery school teacher. At the same time she earned a master's degree in early childhood education from Columbia University. She worked during the day and went to school at night. During this time, she met and married Conrad Chisholm.

Shirley became active in politics during this period. She joined the local Democratic club in the district where she lived. She dreamed of doing something to help the poor people in her district, and to help women and minorities.

But in the political club, men seemed to control everything. Men decided who would run for political office. They were in charge of the club. Women were never allowed to make decisions. Shirley did not accept this. She formed another group with other minority club members. They worked to register black and Latino voters. Then they helped elect a black candidate.

Chisholm's Political Career

Finally, Shirley decided to run for office herself. "I met with hostility because of my sex from the start of my campaign," she said. People criticized her. They thought she should be home, taking care of her husband. As a black American, Shirley had met with racism throughout her life. But she said, "I have to say that I have met far more discrimination as a woman than as a black in politics." In spite of the critics, Shirley Chisholm was elected to the New York state assembly in 1964. She won by a landslide.[1]

Can you predict the next step in Shirley Chisholm's political career?

◀ **Check-in**

In 1968, Shirley decided to run for the U.S. Congress. She wanted to represent women and minorities in Washington, D.C. Her opponent was a black man who made fun of her. He called her a "little schoolteacher." But Shirley won that race by a landslide, too. She was now one of just eight women in the House of Representatives. She was the only black woman.

AP/WIDE WORLD PHOTOS

In 1972, Shirley set her sights on the highest office in the land—she decided to run for president. She campaigned in 33 states, but did not win her party's nomination. She said: "I think one of my major uses is as an example to the women of our country, to show them that if a woman has ability, stamina, organizational skill, and a knowledge of the issues she can win public office. I can be an instrument for change." And she was.

Shirley Chisholm was elected to Congress seven times in all. With this success, she reached her dream of opening the way for more women and minorities to be elected.

---

[1] **landslide:** a large majority vote.

▶ **Final Check-in**

How accurate were your predictions? Did they help you better understand what you read?

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After You Read

A. Comprehension Check

1. Name two "handicaps" Shirley Chisholm faced in running for public office.

2. Tell one way that young Shirley's father helped to prepare her for her future life in politics.

3. What office was Shirley Chisholm elected to in 1968?

4. Shirley Chisholm's career might make her a good role model for what two groups of people?

B. **Revisit the Reading Strategy** Look back at the predictions you made on page 78. Did this biography include the information you expected? What else did you learn? On the lines below, write three things you learned about Shirley Chisholm's life.

C. **Think Beyond the Reading** Think about these questions and discuss them with a partner. Answer the questions in writing if you wish.

- Shirley Chisholm had the "brainpower" to become an instrument for change. What other qualities are important in a political leader?
- How can people who don't hold public office help to make changes?

Think About It: Summarize Information

When you summarize, you briefly retell a story, an article, or an event. A summary includes the main idea or topic and the most important details.

How to Write a Summary

1. Identify the topic—what the passage is about.
2. Choose important details that explain the topic.
3. Put the summary into your own words.

A. Look at Summarizing Information

The example below lists important details from the section "Shirley's Childhood" in the biography you just read. The topic, "Shirley Chisholm's Early Childhood," is stated first. The most important details are listed.

Topic: Shirley Chisholm's early childhood
Name: Shirley Anita St. Hill
Date and place of birth: Brooklyn, New York, 1924
Parents: from Barbados, hardworking but poor; when Shirley was age 3 to 10, she and her two sisters lived with grandmother in Barbados; father took her to political meetings, had her read and discuss newspapers when young

Now read the sample summary below.

Sample Summary: Early Years

In 1924 Shirley Anita St. Hill was born in Brooklyn, New York. She would later become Shirley Chisholm. Her family was hardworking but poor. Her parents couldn't support their three children, so Shirley and her two sisters went to live with their grandmother on Barbados. When she was 10, Shirley and her sisters moved back to Brooklyn to live with their parents. Because he recognized the importance of learning, Shirley's father made her read newspapers and discuss them. He also took her to political meetings.

B. Practice

1. Reread the section "College and Early Adult Life." List the most important details from this part of Shirley Chisholm's life.

2. Reread the section "Chisholm's Political Career." List the most important details from her political career.

3. Now write a two-paragraph summary of Shirley Chisholm's life in college and early adulthood and her political career on separate paper. Remember to describe the events in order.

Talk About It

Tell about someone who made a difference by helping others or by solving a problem. Choose someone you know or a famous person. This list can help you make notes:

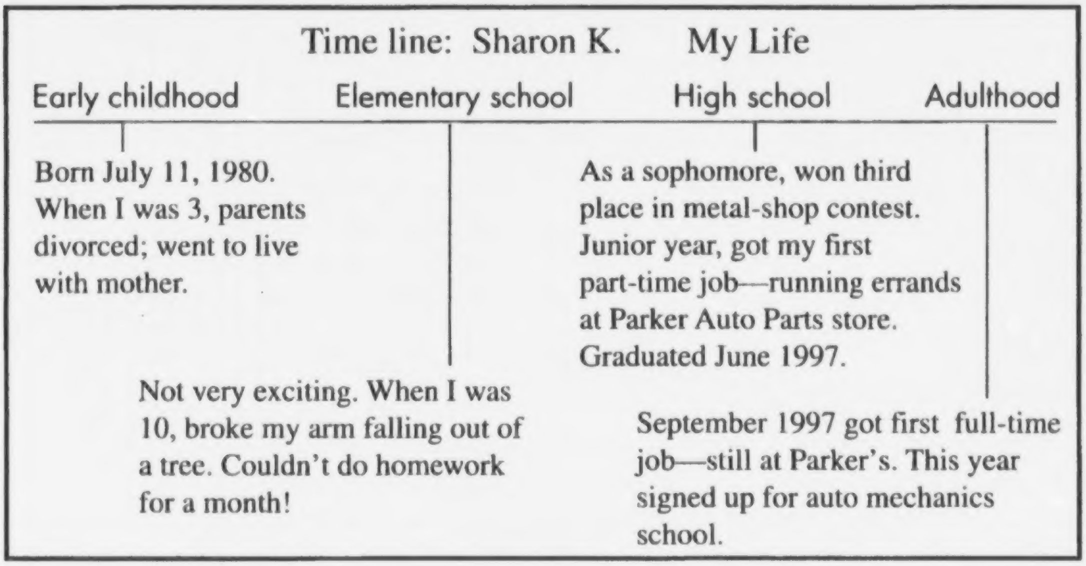
- Describe the person.
- Explain what the person did to make a difference.
- Describe the events of that person's life in the order they happened.
- Explain why you think what the person did was important.

Write About It: Write an Autobiography

"Shirley Chisholm: First Black Congresswoman" is a biography written by someone else. An **autobiography** is an account someone writes to describe his or her own life. In this activity you will write an autobiography.

A. Prewriting To organize information about your life, make a rough outline. List events in the order in which they occurred, as in the outline below. The headings are different periods in this person's life: early childhood, elementary school, high school, adulthood.

Write your events on a time line like the one below. Start with the date of your birth. Then list the most important events of each period in your life.



Time line: Sharon K. My Life

Early childhood

Born July 11, 1980. When I was 3, parents divorced; went to live with mother.

Elementary school

Not very exciting. When I was 10, broke my arm falling out of a tree. Couldn't do homework for a month!

High school

As a sophomore, won third place in metal-shop contest. Junior year, got my first part-time job—running errands at Parker Auto Parts store. Graduated June 1997.

Adulthood

September 1997 got first full-time job—still at Parker's. This year signed up for auto mechanics school.

B. Writing Write a short autobiography using your time line as a guide.

a. Write at least one paragraph about each period in your life.

b. Tell how each period or event was important in your life.

▶ **Save your draft.** At the end of this unit, you will choose one of your drafts to work with further.

Life Skill: Read a Brochure

A **brochure** is a pamphlet or booklet that gives information. Brochures are often about programs or services being offered to the public. Most brochures are only a few pages long. They may use just a few words instead of sentences. You may have to make inferences to understand the message.

Organizations sometimes communicate their ideas through brochures. Sometimes they give important facts about topics such as staying healthy or being a good parent.

Below is a part of a brochure about services offered by St. Joseph Hospital.

Raising Nonviolent Children: What You Can Do

Violent behavior is often learned early in life. Parents can help children learn to deal with situations in nonviolent ways.

For Parenting Information,
Join Free Parenting Classes
First and third Tuesday of each month
7:00-8:00 P.M.
St. Joseph Hospital, Room 202
Information: 555-3482
Register by calling the number above
by the Friday before each session.

Tip List

- Don't hit your children.
- Give your children love and attention every day.
- Model nonviolent behavior to show your children how to behave.
- Keep children from seeing violence—at home, in the neighborhood, on TV.

What is the purpose of the tip list?

The tip list gives ideas for helping children learn to be nonviolent.

Practice On separate paper, answer the questions about the brochure sample.

1. What can you infer from the third item on the tip list?
2. Find the important information about how to sign up for the free classes: what? when? where?
3. If you have questions, what can you do?
4. Why do you think people are asked to register in advance?

Lesson 8 ▶ LEARNING GOALS

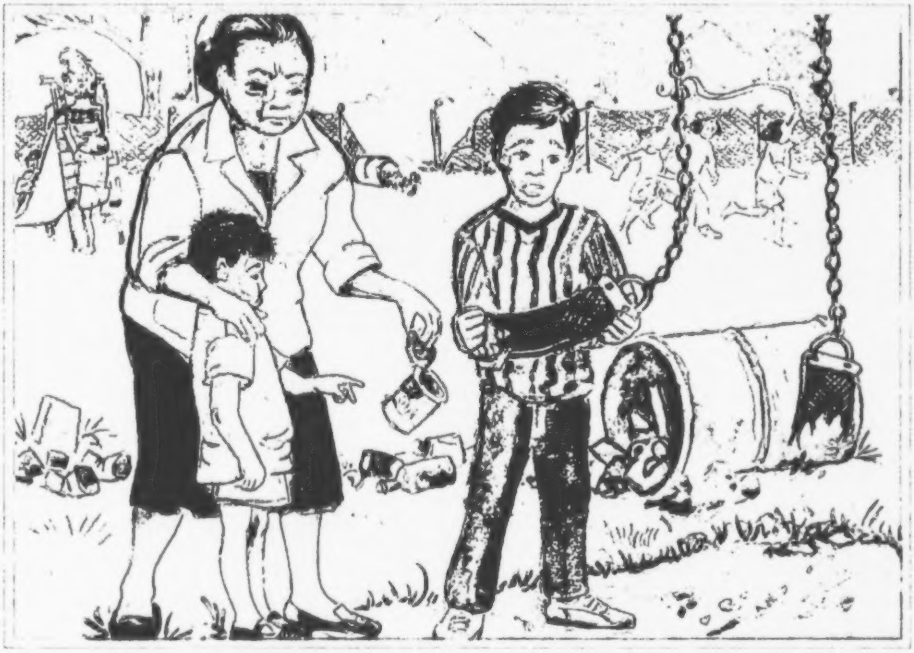
Strategy: Skim
Reading: Read a short story and a voter registration form
Skill: Categorize information
Writing: Write a persuasive letter
Life Skill: Read community announcements

Before You Read

The story "A New Voter in the West End" is about people trying to make a difference by exercising their right to vote. Are you a registered voter? Do you vote in local elections? in national elections? On the lines below, write words or phrases that come to mind when you think about voting.

Preview The Reading

Preview "A New Voter in the West End" by looking at the pictures and **skimming** the story. Read the first sentence in each paragraph. Who do you think the new voter is? Now look over the voter registration form. Do you think it is easy or hard to register to vote?



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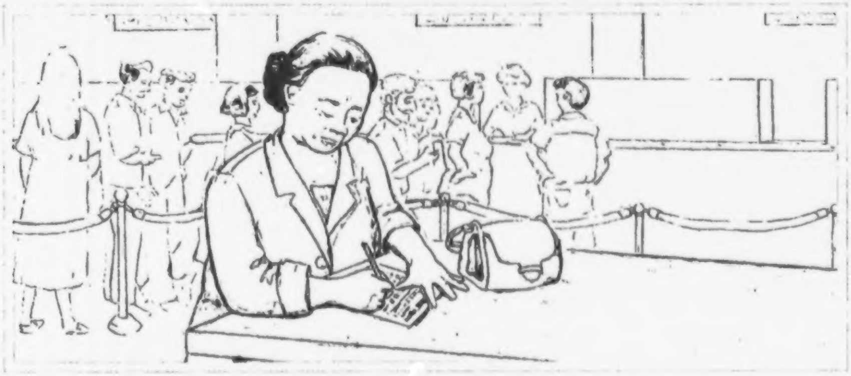
Use the Strategy

You skimmed the story and the voter registration form to get a general impression of them. Now, guided by your general knowledge of what to expect, read to find more specific details.

A New Voter in the West End



Rosa Sanchez is tired of politicians who are all talk and no action. But she has a newfound interest in politics. She recently moved to the West End, and someone from her neighborhood is running for city council. Rosa hopes he will win. She thinks he will give the West End a voice in city government. Yesterday she told her daughter, "Maybe he'll be just another politician. But he's one of us. I think we should give the guy a chance."

Rosa is angry about what she's seen in her new neighborhood. She is worried about safety. She calls the police nearly every week. She wants them to be more visible in the neighborhood. Rosa took her grandchildren to the park last weekend and got angrier. She complained to the others there, "This place is a mess! There's trash and broken glass everywhere. I bet kids on the east side don't have to play in a place like this!"

Today Rosa turned her anger into a plan of action. She wants to hear a new voice on the city council. She wants her new home to be a better place. So she went downtown to register to vote. She's going to vote in the next election.

When Rosa went to register to vote, she was given this form.

You skimmed the form. Do you remember what kind of information it asks for?

◀ **Check-in**

Are you a United States citizen:
☐ By birth ☐ By naturalization[1] ☐ NO
IF YOU ANSWERED **NO** DO NOT COMPLETE THIS FORM

VOTER REGISTRATION APPLICATION
PLEASE TYPE OR PRINT IN CAPITAL LETTERS

SOCIAL SECURITY NUMBER	**SEX**	**AGE**	**DATE OF BIRTH** Month	 Day	 Year	

FULL LEGAL NAME (ENTER MAIDEN NAME UNDER PRIOR LEGAL NAME IF NOT PART OF CURRENT LEGAL NAME)			
Last Name	First Name	Middle Name	Maiden or other prior legal name

HOME ADDRESS				Date moved to this address
Street Address	Apartment No.	City	Zip Code	

PLACE OF BIRTH		**CITY & STATE OF PREVIOUS REGISTRATION**
City or County	State or Country	

Have you ever been convicted of a felony?[2] ☐ Yes ☐ No	If yes, give date when voting rights were restored.	Month	Day	Year

CHOOSE A PARTY (Check one box only)

☐ Democratic
☐ Republican
☐ Conservative
☐ Independence
☐ Liberal
☐ Right to Life
☐ Freedom
☐ I do not wish to enroll in a party

Registration Statement: I do hereby state that I am a citizen of the United States, a resident of this state qualified under the Constitution to register to vote. I also state that the information above is true and correct to the best of my knowledge. I authorize the cancellation of any previous registration.

Signature or mark **Date**
X / /

1. **naturalization:** legal process of becoming a citizen.
2. **felony:** serious crime.

▶ **Final Check-in**

Did you know that you have to register in order to vote? Do you think it is easy or hard to register? Why do you think so?

After You Read

A. Comprehension Check

1. Why did Rosa decide to vote?
(1) She likes the city council as it is now.
(2) She wants to run for city council.
(3) She wants a new voice in city government.
(4) She wants the West End to stay as it is.

2. Rosa is worried that
(1) the neighborhood is not safe
(2) air and water are polluted
(3) the park will close down
(4) she won't know how to vote

3. The voter registration form asks if you
(1) are married
(2) speak and read English
(3) are a member of a political party
(4) have been convicted of a felony

4. From reading the registration statement you can infer that a voter must
(1) be a U.S. citizen
(2) own a home
(3) be a high-school graduate
(4) have a job

5. Put a check next to each item that is on the voter registration application.
_____ birthdate
_____ employer
_____ birthplace
_____ sex
_____ home address
_____ name of husband or wife

B. Revisit the Reading Strategy Think about what you learned as you skimmed the story and voter registration form. How did this help you as you read in more detail?

C. Think Beyond the Reading Think about these questions and discuss them with a partner. Answer the questions in writing if you wish.

- Do you believe that one vote can make a difference? Why or why not?
- What is the biggest problem in your neighborhood? What would it take to solve it? How could you help?

Think About It: Categorize Information

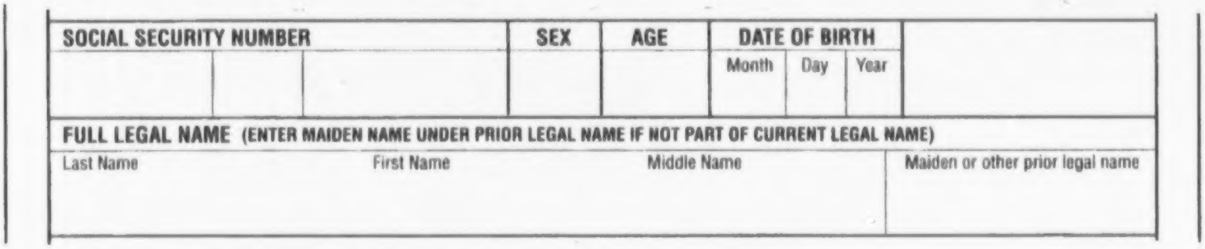
As you learned in Lesson 2, grouping similar things together is a way to organize information and make it easier to understand and remember. Similar ideas and information are grouped together under general headings called **categories.** Lists and forms are common ways to categorize information. Rosa could organize concerns about her neighborhood into categories.

Safety	Maintenance	Housing
Kids joining gangs	Park a mess	Rising rents
Need more police	Litter on streets	Landlords don't make repairs

Rosa could use the lists to organize her thoughts when she talks to the candidate for city council.

A. Look at Categorizing Information

1. The voter registration application asks for different information. How would you categorize the information below: personal? financial? employment?

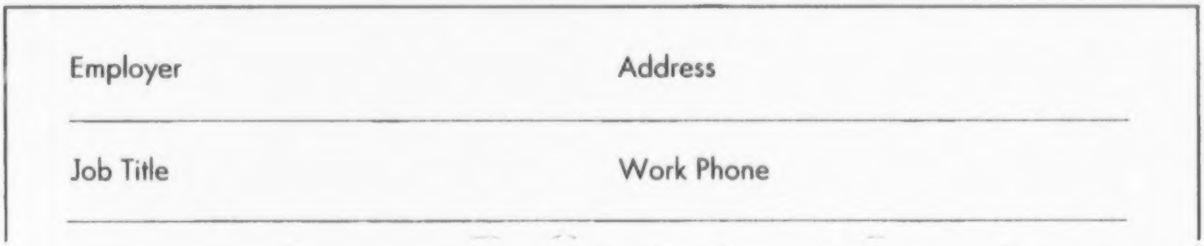


SOCIAL SECURITY NUMBER			SEX	AGE	DATE OF BIRTH			
					Month	Day	Year	
FULL LEGAL NAME (ENTER MAIDEN NAME UNDER PRIOR LEGAL NAME IF NOT PART OF CURRENT LEGAL NAME)								
Last Name		First Name		Middle Name				Maiden or other prior legal name

You were right if you said this section asks for personal information.

2. How would you categorize the information in this section of the form?

____

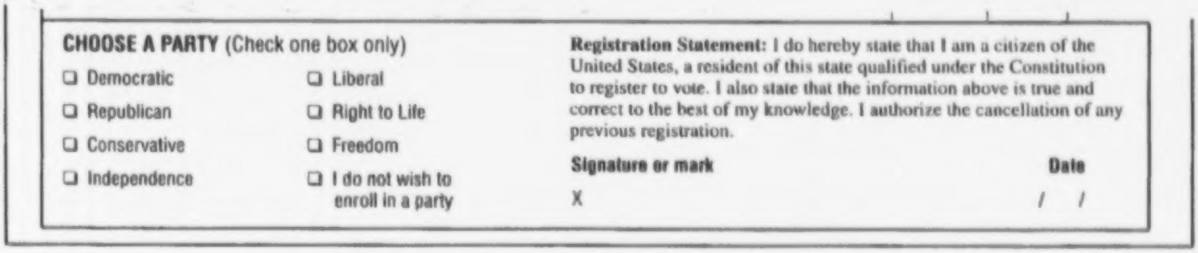


Employer	Address
Job Title	Work Phone

This section might be categorized as employment information.

B. Practice Decide how to categorize each section of the voter registration application. Write a category from these choices on the line:

- Eligibility: Right to Vote
- Residence Information
- Sworn Statement and Signature



CHOOSE A PARTY (Check one box only)

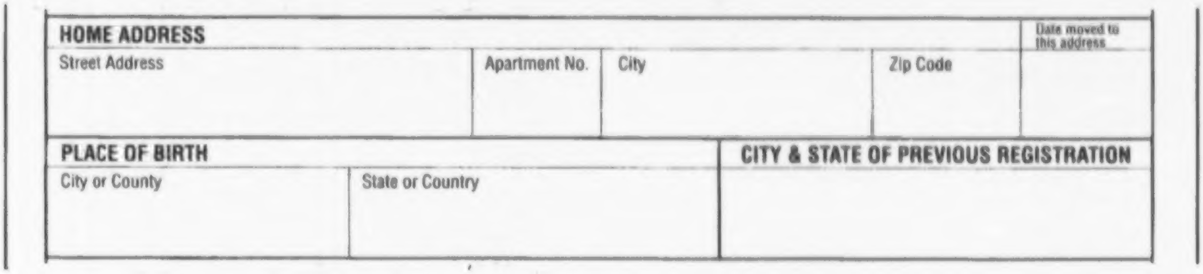
☐ Democratic
☐ Republican
☐ Conservative
☐ Independence
☐ Liberal
☐ Right to Life
☐ Freedom
☐ I do not wish to enroll in a party

Registration Statement: I do hereby state that I am a citizen of the United States, a resident of this state qualified under the Constitution to register to vote. I also state that the information above is true and correct to the best of my knowledge. I authorize the cancellation of any previous registration.

Signature or mark X

Date / /

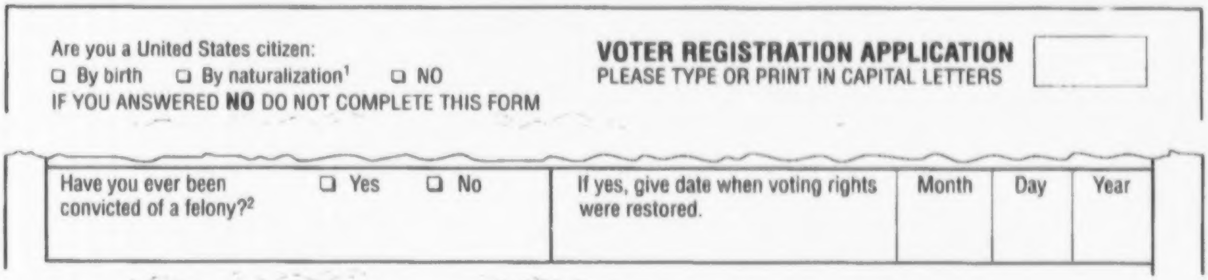
1. Category ______________________________



HOME ADDRESS				Date moved to this address
Street Address	Apartment No.	City	Zip Code	

PLACE OF BIRTH		**CITY & STATE OF PREVIOUS REGISTRATION**
City or County	State or Country	

2. Category ______________________________



Are you a United States citizen:
☐ By birth ☐ By naturalization[1] ☐ NO
IF YOU ANSWERED **NO** DO NOT COMPLETE THIS FORM

VOTER REGISTRATION APPLICATION
PLEASE TYPE OR PRINT IN CAPITAL LETTERS

Have you ever been convicted of a felony?[2] ☐ Yes ☐ No	If yes, give date when voting rights were restored.	Month	Day	Year

1. naturalization: legal process of becoming a citizen. **2. felony:** serious crime.

3. Category ______________________________

Talk About It

Interview at least three friends about voting. Ask these questions: (1) Is it important to vote? (2) Are you registered? (3) Will you vote in the next local election? Compare your results with others in your group. Discuss these questions: Why do people vote? Why do some people choose not to?

Write About It: Write a Persuasive Letter

"A New Voter in the West End" tells about the improvements Rosa wants for her neighborhood. In this activity you will write a letter to persuade someone to take action on your concerns.

A. Prewriting Read this sample letter that states someone's concerns:

March 18, 1998

Ms. Renee Cardoza, General Manager

Dear Ms. Cardoza,

I think you should know how hard it is to park in the lot behind the factory. People are often late to work because they can't find a spot. The early shift takes up all the spots near the building. On snowy days, the lot is not plowed in the far sections.

Plowing more of the lot would help. It would be best if a spot was assigned to everyone on a rotating basis. Then the late-shift workers would not always have to walk the farthest.

Sincerely,

Lee Lundy
Machine Operator

Choose a topic that you are concerned about. Write a persuasive letter to someone who can do something about your concerns. Use an organizer like the one below to put your ideas in order.

Topic of Letter ________________ **To** ________________________

Problem or Concern ______________ Solution(s) __________________

______________________________ ______________________________

______________________________ ______________________________

B. Writing Write a persuasive letter using your ideas. State your problem in the first sentence of the letter. Then suggest your solution and explain it.

▶ **Save your draft.** At the end of this unit, you will choose one of your drafts to work with further.

Life Skill: Read Community Announcements

Community announcements are found on signs, posters, and in newspapers. They often tell about meetings or special events. Like brochures, they tell only the most important information. Sometimes you must fill in missing words to understand the message.

Read this community announcement.

Are You Concerned about the West End?
Your Councilman Wants to Hear from You

Raymond Cruz, City Councilman
Speaking at
Grady Memorial Community Church
Sunday, October 6, 1:00 P.M.

Air your concerns during
the question and answer period.

This is your chance to be heard!

Sponsored by Citizens for Better Government

What is the announcement about? Find the place and time.

The announcement tells about a speech by a city councilman. It is at the Grady Memorial Community Church at 1:00 P.M. on October 6.

Practice Read the announcement and answer the questions on separate paper.

Hillsboro City School Board
Business Meeting
September 21, 7:30 P.M. Ford Middle School

Topics for Discussion:

- Code of Conduct and related School Board policy changes
- Appointment of new representative to Parent Advisory Council

Delayed broadcast of meeting can be seen on Channel 2, Sept. 22 at 7:00 P.M.

1. Get the basic facts. What is happening? When and where?
2. What kind of School Board policy changes will be discussed?
3. If you miss the meeting, how can you find out what happened?

Lesson 9

LEARNING GOALS

Strategy: Use your prior knowledge
Reading: Read letters to the editor
Skill: Identify facts and opinions
Writing: Write a letter to the editor
Life Skill: Read bar graphs

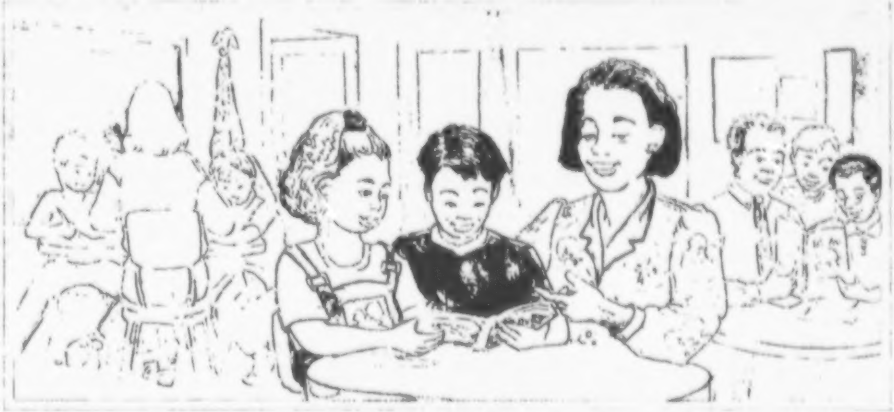
Before You Read

People write letters to the editor to tell how they feel about some issue or event. They hope the newspaper will print their letter so the public can read their opinion.

The readings in this lesson are letters to the editor of a local newspaper. Several people have written to give their opinion about volunteers in their public schools. The knowledge you already have about public schools will help you to understand the letters. Use your **prior knowledge** now. On the lines below, write two ways that volunteers helped or could have helped in your schools.

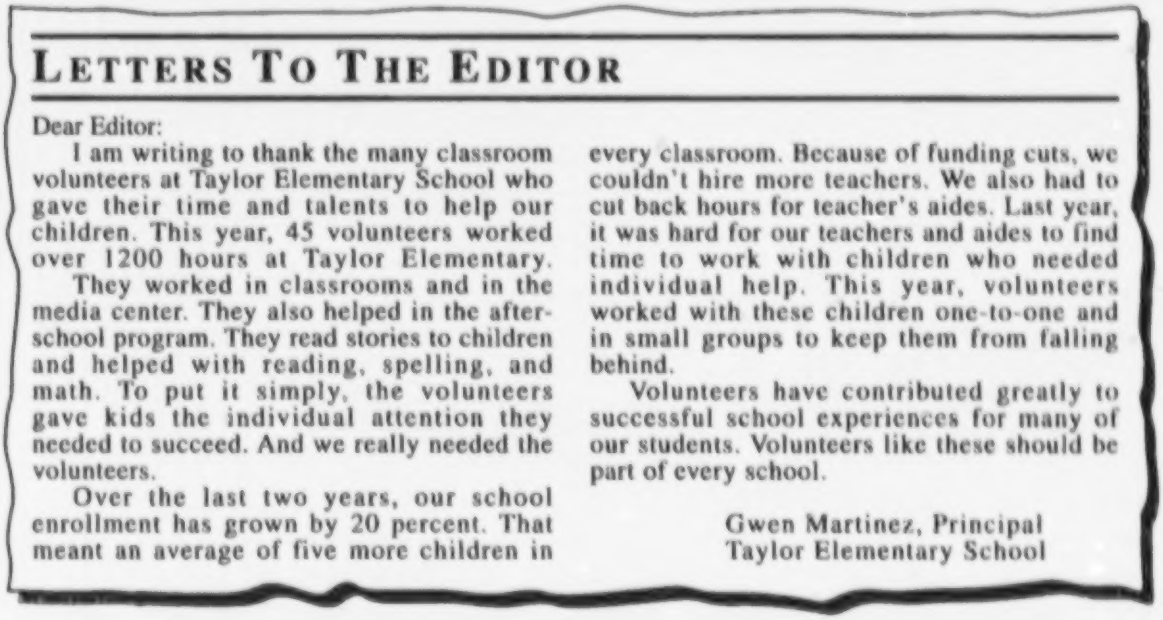
Preview the Reading

To preview the reading selection, look at the picture. Then look over the letters to the editor and see who wrote them. How do you think these different people will feel about volunteers in the public schools? Then skim the bar graphs to see the kind of information they provide.



Use the Strategy
Think about what you know about elementary schools today. How would you feel about the situation described in these letters?

Letters to the Editor: Volunteers in Schools



LETTERS TO THE EDITOR

Dear Editor:

I am writing to thank the many classroom volunteers at Taylor Elementary School who gave their time and talents to help our children. This year, 45 volunteers worked over 1200 hours at Taylor Elementary.

They worked in classrooms and in the media center. They also helped in the after-school program. They read stories to children and helped with reading, spelling, and math. To put it simply, the volunteers gave kids the individual attention they needed to succeed. And we really needed the volunteers.

Over the last two years, our school enrollment has grown by 20 percent. That meant an average of five more children in every classroom. Because of funding cuts, we couldn't hire more teachers. We also had to cut back hours for teacher's aides. Last year, it was hard for our teachers and aides to find time to work with children who needed individual help. This year, volunteers worked with these children one-to-one and in small groups to keep them from falling behind.

Volunteers have contributed greatly to successful school experiences for many of our students. Volunteers like these should be part of every school.

Gwen Martinez, Principal
Taylor Elementary School

Read these reactions to the principal's letter. Use what you know about children, parents, and teachers to understand the different points of view in these letters. ◀ **Check-in**

LETTERS TO THE EDITOR

Dear Editor:

This is in regard to Mrs. Martinez's letter of June 28. I agree with Mrs. Martinez that the volunteers at Taylor have been a big help. They really care about the kids. But I care too. I'm a teacher's aide, and I had my job cut this year from 20 to 15 hours a week. Most of the other aides got cut back too.

I don't think the school should try to get work for free. It's not fair to trained classroom aides. We work with the kids every day, and we do a good job. Sometimes the volunteers help me out and I think they are great, but they shouldn't take our place. The schools should use trained, paid workers, instead of asking for more volunteers.

LaVonne Brown, Teacher's Aide
Taylor Elementary School

Who do you agree with? Use what you know about schools to decide. ◀ **Check-in**

Dear Editor:

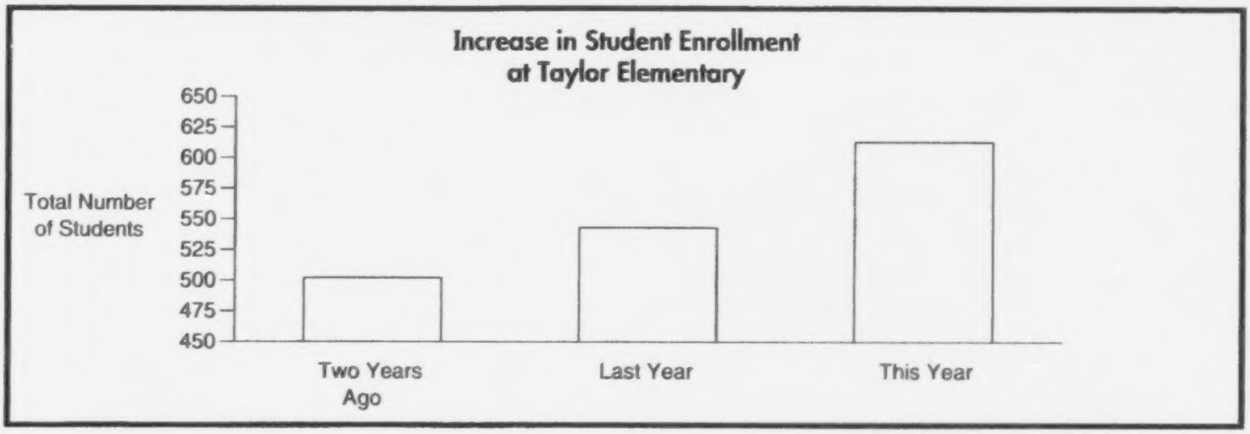
I am the parent of a 4-year-old child who will go to Taylor Elementary next year. My older daughter needed special help with reading when she was in elementary school. If my preschooler needs help in a year or two, I hope a real teacher will be available. We should give our children the best that we have.

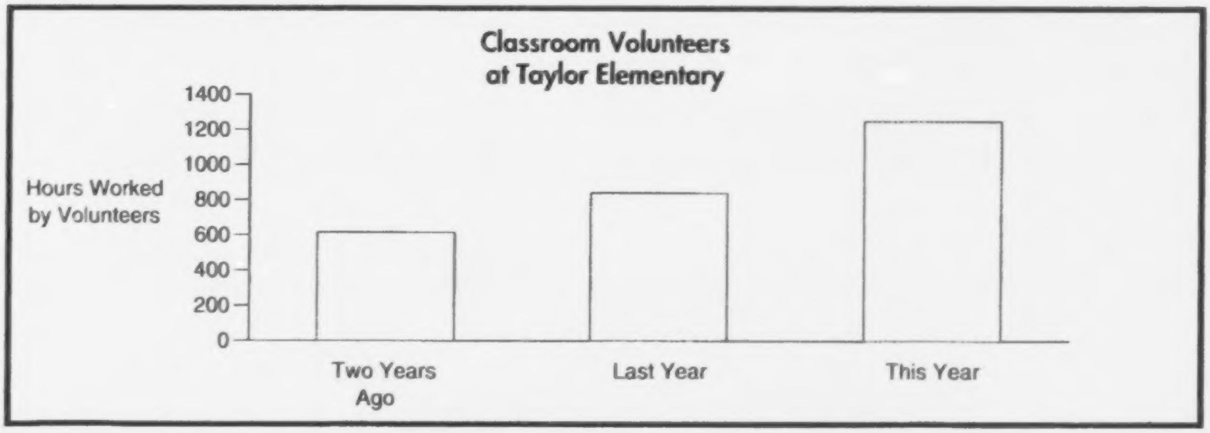
I am glad that the volunteers "stepped up to the plate." The classes were crowded, and the teachers couldn't do it all. But I feel that the best answer is not more volunteers. It's more teachers. Volunteers are a great help on field trips. But I think schools should have trained teachers helping children with reading and math. That's why we pay our taxes.

Brian Szymanski, Parent

Why Volunteers Are Needed

The following graphs appeared in the same newspaper that printed the letters to the editor you just read. The first graph shows the increase in enrollment at Taylor Elementary over the past two years. Population in the Taylor neighborhood had grown rapidly. In two years, average class size went from 25 students per class to 30 students per class. As a result, the school asked for volunteers to help teachers in the classrooms. Read the second graph to see how people responded to the call for volunteers.





The graph shows that the time given by classroom volunteers at Taylor Elementary has grown by more than 100 percent in the last two years.

Final Check-in

Do you think it is important for people to volunteer in community services and organizations? Why or why not?

After You Read

A. Comprehension Check

1. Ms. Martinez mainly writes to
- (1) complain about the volunteers
- (2) thank the volunteers
- (3) praise the children and teachers
- (4) complain about crowded classrooms

2. What does LaVonne Brown think?
- (1) The schools should use paid workers.
- (2) The schools should get more volunteers.
- (3) The volunteers are not helpful.
- (4) The aides should work fewer hours.

3. Brian Szymanski wants the schools to
- (1) recruit more volunteers
- (2) hire more paid aides in the classroom
- (3) train volunteers to work with children
- (4) have trained teachers to help children

4. The second graph on page 99 shows
- (1) different ways volunteers have helped
- (2) the growth in the number of volunteers
- (3) the growth in the number of hours volunteers worked
- (4) the growth in the number of students per class

B. Revisit the Reading Strategy

Use what you know about today's schools to suggest ways to help children learn. Which of the ideas below would be most helpful? Write 1, 2, and 3, next to your top three choices.

______ more teachers and smaller classes

______ more help from parents

______ more work on reading

______ stricter rules and better behavior

______ tutors for special help

______ longer school days and school year

______ more work on math

______ more homework

C. Think Beyond the Reading

Think about these questions and discuss them with a partner. Answer the questions in writing if you wish.

- What changes would you suggest to improve public schools?
- Who is responsible for education? Teachers? Parents? All citizens? What can each group contribute?

Think About It: Identify Facts and Opinions

Letters to the editor contain many opinions. They may also contain facts that support the opinions. Sometimes opinions are stated as if they are facts. It is important for you to be able to identify the difference between **facts** and **opinions,** especially if you are making decisions based on them.

As you learned in Lesson 6, a **fact** is a statement that can be shown to be real or actual. It can be seen, heard, or felt; looked up in a reliable source; or supported scientifically. The example below is a fact that can be supported by observation.

> Volunteers worked with children at Taylor Elementary School.

An **opinion** is a statement that hasn't been proven. An opinion states a person's belief or suggests what might or should happen. Statements of opinion sometimes use words like *think, believe, feel, should,* and *agree.* The opinion below suggests something that *should* happen.

> We need more volunteers in the classroom.

A. Look at Identifying Facts and Opinions

1. Read the statement below from Ms. Martinez's letter. Is it an opinion or a fact? How can you tell?

   ▶ Volunteers like these should be part of every school.

   The statement is an opinion. The word *should* tells you that Ms. Martinez is stating her belief, not a fact.

2. Which of the following statements is a fact? Which is an opinion?

   ▶ I don't think the school should try to get work for free.

   ▶ This year at Taylor Elementary, 45 volunteers worked over 1,200 hours at our school.

   The first sentence is an opinion. Ms. Brown uses the words *think* and *should.* The next sentence is a fact. The school has records to support it.

B. **Practice** Find the facts and opinions in the statements below. On the line next to each statement, write **F** for **Fact** or **O** for **Opinion.**

_____ **1.** I agree with Ms. Martinez that the volunteers at Taylor have been a big help.

_____ **2.** Over the last two years, enrollment at Taylor Elementary grew by 20 percent.

_____ **3.** Population in the Taylor neighborhood is growing.

_____ **4.** We should give our children the best that we have.

_____ **5.** The schools should use trained, paid workers, instead of asking for more volunteers.

_____ **6.** I had my hours cut this year from 20 to 15 hours a week.

_____ **7.** I feel that the best answer is not more volunteers.

_____ **8.** The schools should have only trained teachers helping children with reading and math.

_____ **9.** It's not fair to us.

_____ **10.** They read stories to children and helped with reading, spelling, and math.

Talk About It

When people discuss topics that have many sides, both facts and opinions are voiced. You need to learn how to tell whether people are stating facts or opinions. Discuss this question:

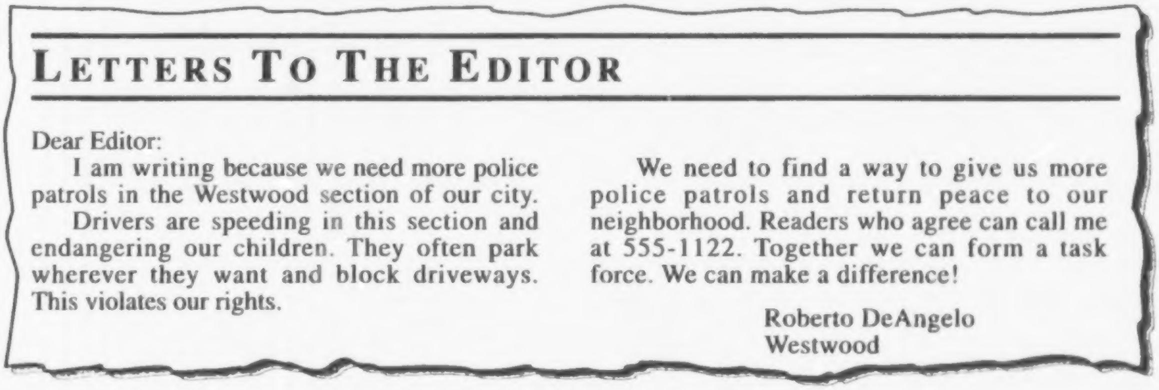
- What kinds of activities should volunteers help with in schools?

Make notes of the important points people make. Notice any facts that are used to support opinions.

Write About It: Write a Letter to the Editor

You have read the letters about school volunteers. Now write your own letter to the editor. Choose a problem in your own community.

A. Prewriting Read this sample letter to the editor. Notice that the writer states what he wants done—his solution. He also gives reasons, both facts and opinions, for why he wants it done.



LETTERS TO THE EDITOR

Dear Editor:

I am writing because we need more police patrols in the Westwood section of our city.

Drivers are speeding in this section and endangering our children. They often park wherever they want and block driveways. This violates our rights.

We need to find a way to give us more police patrols and return peace to our neighborhood. Readers who agree can call me at 555-1122. Together we can form a task force. We can make a difference!

Roberto DeAngelo
Westwood

Now make notes for the letter you want to write.

Problem: ____________________

My solution: ____________________

My reasons: ____________________

____

____

____

B. Writing Now write your letter to the editor.

1. Begin by stating the problem and your solution.
2. Then state your reasons, both facts and opinions.
3. End your letter with a convincing statement or a call to action.

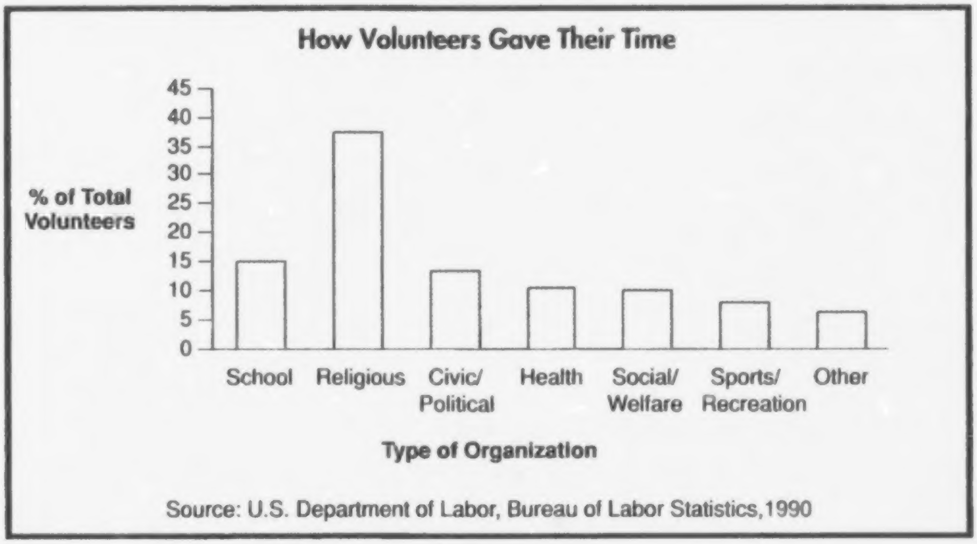
▶ **Save your draft.** At the end of this unit, you will choose one of your drafts to work with further.

Life Skill: A Closer Look at a Bar Graph

In Lesson 1, you saw how information can be presented in a circle graph. The information on page 99 in this lesson was displayed in a different kind of graph—a bar graph. To understand a bar graph, first read the title to see what it is about. Then read the labels to see what the numbers and bars stand for.

The bar graph on this page shows information about how Americans volunteer their time.

A. **Practice** Look at the bar graph. Read the title and labels carefully. Then answer the questions.



Source: U.S. Department of Labor, Bureau of Labor Statistics,1990

1. What kind of organization had the most volunteers? ______________________

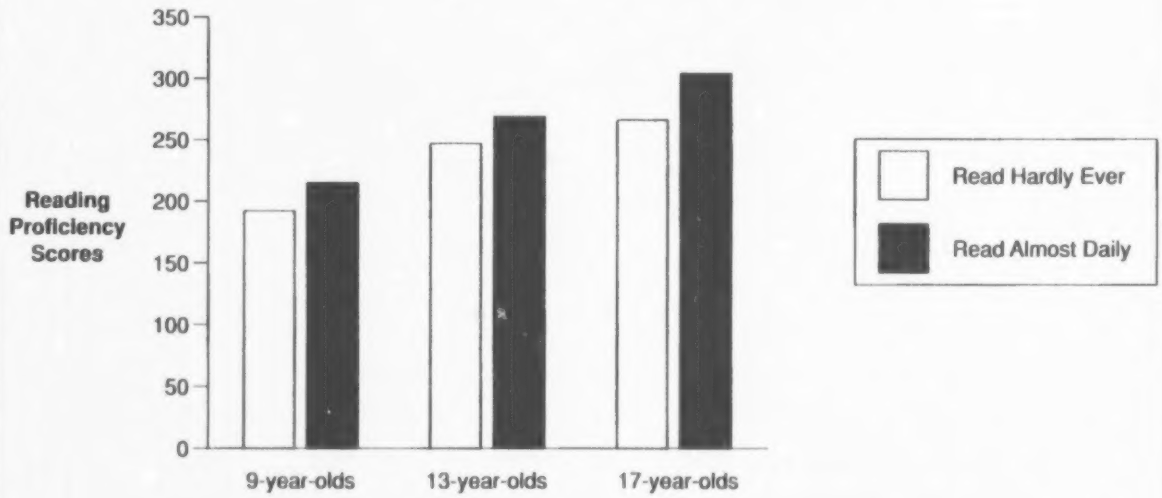
2. What percent of volunteers gave their time to schools? ______________________

People who read the same graph may interpret it differently. For example, the graph on this page can be read in more than one way. One person might feel that it shows that people volunteer in many ways to help others in their communities. Another person might feel that the graph mainly shows that more people volunteer in religious organizations than in any other area.

The graph on this page is about children's reading skills. It compares the reading scores of children who read for fun every day with the scores of children who seldom read for fun. The reading scores are measured by a national test of reading skills. Notice that there are two bars for each age shown. This is called a double bar graph. The key beside the graph tells you what the two bars stand for.

B. Practice Read the title of the graph, the labels, and the key. Answer the questions.

Reading Skills and Reading for Fun



Source: U.S. Department of Education, National Center for Education Statistics, 1992

3. Find the bar that stands for 9-year-olds who read for fun daily. About what score did they get on the test? ____________________

4. What was the score for 9-year-olds who hardly ever read? ____________________

5. Look at both bars for 13-year-olds. Then look at both bars for 17-year-olds. What do they tell you about students who read for fun almost daily?

____

6. In your opinion, what is the main idea of the graph? ____________________

____

Writing Skills Mini-Lesson:

More on Making Subjects and Verbs Agree

Verbs must agree with their subjects. Pay particular attention to this rule when you write in the **present tense.** Watch out for these tricky situations.

1. Compound subjects. You can join two singular subjects with the word *and* to make a compound subject. A compound subject is plural, so don't add *s* to a present tense verb. For the verb *to be,* use *are*.

   Singular Subject / Verb
   Alonso wants to join the Parent Teacher Association.

   Compound Subject / Verb
   Alonso and Leticia want to join the PTA.

   Singular Subject / Verb
   My wife is a member of the PTA.

   Compound Subject / Verb
   My wife and I are members of the PTA.

2. Interrupting words. Sometimes a group of words comes between the subject and the verb. To choose the correct present tense verb form, look back to the subject and ignore the interrupting words.

   Singular Subject / Verb
   The **teacher** of our twin daughters **is** new.

   Plural Subject / Verb
   Parents who are active in the school **help** all the children.

Practice Copy each sentence, choosing the correct form of the verb. Underline the subject.

1. (am, are) My wife and I __________ the parents of twin daughters.
2. (goes, go) Our daughters and their best friend __________ to Ray School.
3. (is, are) Selena and Cristina __________ in the second grade.
4. (is, are) The association of parents and teachers __________ active at Ray.
5. (works, work) The teachers at Ray School __________ well with the parents.
6. (needs, need) Every parent of young children __________ to join the PTA.

Unit 3 Review

Reading Review

Small Acts

Mark felt that it was time for him to take part in his community, so he went to the neighborhood meeting after work. The area's city councilwoman was leading a discussion about how the quality of life was on the decline. The neighborhood faced many problems.

Mark looked at the charts taped to the walls. There were charts for parking problems, crime, and for problems in vacant buildings. Information about the problems was written on the charts. Mark read from the charts. "Squatters pose fire hazards in 123 vacant buildings." "Police patrols cut back." "Illegal parking up 20%." People were supposed to suggest solutions to the councilwoman.

It was too much for Mark. "The problems are too big," he thought. He turned to the man next to him and said, "I think this is a waste of my time. Nothing I could do would make a difference here."

Mark thought some more on his way to the bus stop. "People should just take care of themselves," he decided. "That's enough to do. I can't take on all the problems of the world."

As he neared the bus stop, Mark saw a woman carrying a grocery bag and a baby. She was trying to unlock her car, but she didn't have a free hand. As Mark got closer, her other child, a little boy, suddenly darted into the street. The woman tried to reach for him, but as she moved, her bag shifted and groceries started to fall out. Mark ran to take the boy's arm and led him back to his mother. "Hold on there, buddy," he said. "You gotta stay with Mom." Then he picked up the stray groceries while the woman smiled in relief. "Thanks!" she said. "You've got great timing!"

"Just being neighborly," Mark said. As he rode home, he glanced at the graffiti on the walls of the bus. Someone had scribbled, "Small acts of kindness add up." Mark smiled and thought, "Maybe that's a good place to start."

Answer the questions.

1. This story is about
   (1) realizing that individuals can make a difference
   (2) running a neighborhood meeting
   (3) problems in our country
   (4) solving problems through group action

2. Number the four statements below in the correct order to summarize the story.
   _____ **a.** On his way home, Mark rescued a little boy who had run into the street.
   _____ **b.** Mark went to a meeting about neighborhood problems.
   _____ **c.** He realized that it was important for each person to help make life better.
   _____ **d.** He decided he couldn't do anything to make life better in his neighborhood.

3. Find the facts and opinions in the statements below. On the line next to each statement, write **F** for **Fact** or **O** for **Opinion.**
   _____ **a.** I think this is a waste of my time.
   _____ **b.** The problems are too big.
   _____ **c.** People should just take care of themselves.
   _____ **d.** Police patrols have been cut back.
   _____ **e.** Illegal parking is up 20%.
   _____ **f.** You've got great timing!

Writing Process

In Unit 3, you wrote three first drafts. Choose the piece that you would like to work with further. You will revise, edit, and make a final copy of this draft.

_____ your short autobiography based on a time line (page 86)
_____ your persuasive letter to convince someone to take action (page 94)
_____ your letter to the editor about a problem in your community (page 103)

Find the first draft you chose. Then turn to page 160 in this book. Follow steps 3, 4, and 5 in the Writing Process to create a final draft.

As you revise, check your draft for these specific points:
Autobiography: Have you included the important events in your life?
Persuasive letter: Be sure you suggested some action to take.
Letter to the editor: Was your reason for writing clearly stated?

Unit 4 Many Cultures

Unless you are a Native American, either you or someone related to you came to the United States from another country. Elements of that country's way of life may have become part of the culture of the United States. In this way, the United States has gradually developed the varied culture we know today. And every year, more people add parts of their own backgrounds to the vast patchwork quilt that is the culture of the United States. What cultural background did your family bring to this country? What elements of that culture have become part of the heritage of the United States?

Be an Active Reader

As you read the selections in this unit

- Put a question mark (?) by things you do not understand.
- Underline words you do not know. Try to use context clues to figure them out.

After you read each selection in this unit

- Reread sections you marked with a question mark (?). If they still do not make sense, discuss them with a partner or your instructor.
- Look at words you underlined. Discuss any words you still don't understand with a partner or your instructor, or look them up in a dictionary.

Lesson 10

LEARNING GOALS

Strategy: Imagine
Reading: Read fables
Skill: Compare and contrast
Writing: Write a fable
Life Skill: Read a map

Before You Read

The four short readings in this lesson are fables. Fables are tales that have been told for hundreds of years by people of many cultures. They teach important lessons about life, often called "morals." Many fables, including the fables in this lesson, are about animals that talk and act like humans. Fables are shared by people all over the world.

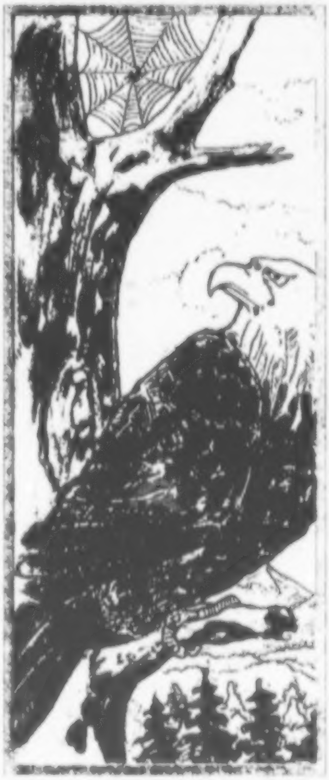
To understand the fables, you will have to use your imagination. **Imagine** yourself as an eagle, a rabbit, a turtle, or some other animal. What do you look like? How do you feel? Where do you live? What are you best known for? Write the name of your animal and your answers on the lines below.

Preview the Reading

To preview the four fables, read their titles and look at the pictures. What animals are the stories about? What do you know about these animals? Where do they live? How do they get from one place to another? Try to predict what might happen in the fables.

Use the Strategy
As you read the four fables, try to imagine what is happening and how the animals look and feel. The first fable comes from Russia.

The Eagle and the Spider



An eagle had soared above the clouds to the highest peak of a mountain range, and perching upon an old tree, admired the view below. It seemed as though the whole world could be seen from that height.

"Heaven be praised," said the eagle, "for giving me such powers of flight, that there is no mountain too high for me to reach. I am now looking down upon the beauties of the world from a point which no other living creature has ever reached!"

"What a boaster you are," said a spider from a nearby branch. "Where I am sitting isn't so far below you, is it, friend eagle?"

The eagle glanced upward. True enough, the spider was busily spinning its web from a branch above his head.

"However did you reach this height?" asked the eagle. "Weak and wingless, as you are, how did you ever crawl way up here?"

"Why, I fastened myself onto you," returned the spider. "You yourself brought me from down below hanging onto your tail feathers. But now that I am so high up in the world I can get along very well by myself, without your help. So you needn't put on any airs with me. For I want to tell you that—"

At this moment a sudden gust of wind swept by, and brushed the spider, web and all, back down again into the valley from which it had come.

Check-in Did you imagine the spider and the eagle as you read? How do you think the spider felt before he fell? After he fell?

Use the Strategy

The next two fables come from an ancient Greek storyteller called Aesop (EE sop). Aesop's fables always end with a moral, a lesson about life. As you read, imagine how the animals feel as they learn the lessons.

The Tortoise and the Eagle

A tortoise was dissatisfied with his lowly life, when he saw so many of the birds, his neighbors, playing about in the clouds. He thought that if he could once get up into the air, he could soar with the best of them. So he called one day upon an eagle and offered him all the treasures of the ocean if he would teach him to fly. The eagle would have refused, because he thought the idea was not only absurd, but impossible. But the tortoise pleaded with him, and he finally agreed to do for him the best he could.

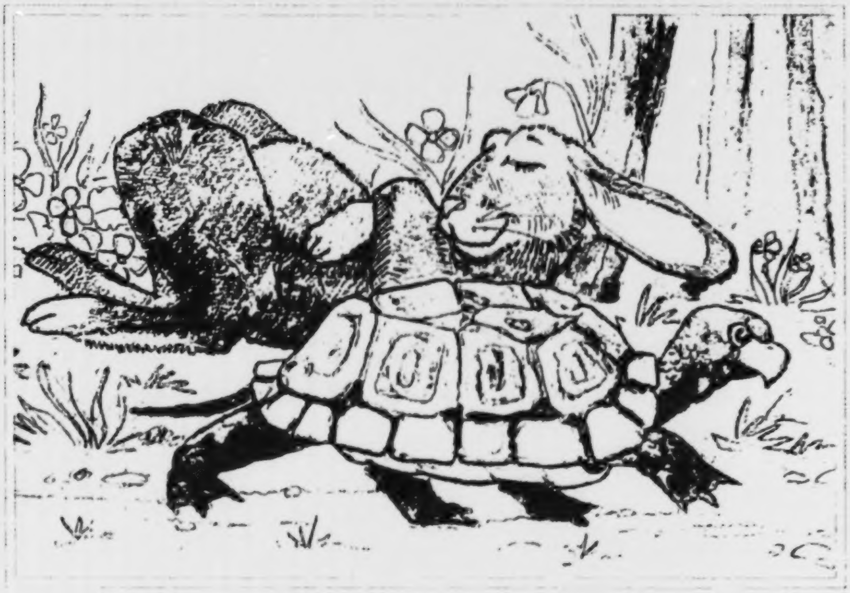
The eagle took the tortoise up to a great height in the air and let him go. "Now then!" cried the eagle. But the tortoise, before he could say a word, fell straight down upon a rock, and was dashed to pieces.

Moral: Pride comes before a fall.

The Hare and the Tortoise

A hare made fun of a tortoise because of his slow pace. But the tortoise laughed and said that he would run against the hare and beat her any day she would name. "Come on," said the hare, "you shall soon see what my feet are made of." So it was agreed that they would start at once. The tortoise went off, jogging along at his usual steady pace without a moment's stopping. The hare treated the whole matter very lightly. She said she would first take a little nap and would soon catch up with the tortoise and pass him by. Meanwhile, the tortoise plodded on and the hare overslept, so that when she arrived at the goal, she saw that the tortoise had got there before her.

Moral: Slow and steady wins the race.



Check-in ▶ Imagine what kind of person the hare would be if she were human. Describe both the hare and the tortoise as if they were people.

Use the Strategy
The fable below comes from a Native American culture. As you read it, picture the pigeon-hawk's journey.

The Pigeon-Hawk[1] and the Tortoise

The pigeon-hawk challenged the tortoise to a race. The tortoise would not accept the challenge unless the hawk would agree to race several days' journey. The hawk very quickly agreed, and they immediately set out. The tortoise knew that to win the race he would have to work very hard. So he went down into the earth and, digging in a straight line, stopped for nothing. The hawk, on the other hand, knowing that he could easily win, kept carelessly flying this way and that in the air. He stopped to visit one friend and then another. He lost so much time that when he came in sight of the winning point, the tortoise had just come up out of the earth and gained the prize.

---

[1] **pigeon-hawk:** a small falcon, a bird of prey.

Final Check-in
How do you imagine the hawk felt when he challenged the tortoise? How did he feel when he saw that the tortoise would win?

After You Read

A. Comprehension Check

1. In the first fable, the eagle and the spider
   - (1) become good friends
   - (2) brag about their abilities
   - (3) fall down to the ground
   - (4) learn to help each other
2. What lesson can we learn from the first two fables?
   - (1) Work hard.
   - (2) Don't be selfish.
   - (3) Save for a rainy day.
   - (4) Don't be too proud.
3. The pigeon-hawk lost because
   - (1) digging is faster than flying
   - (2) he didn't try hard enough
   - (3) he hurt his wing
   - (4) his friends wouldn't help him
4. In each of the last two fables, the tortoise won because he
   - (1) was a steady worker
   - (2) didn't play by the rules
   - (3) got a head start
   - (4) could move faster

B. Revisit the Reading Strategy Imagine yourself as the hare or the pigeon-hawk in the last two fables. How would you feel at the end of the race? Check all the words that describe your feelings.

_____ angry
_____ foolish
_____ proud
_____ excited
_____ embarrassed
_____ disappointed

C. Think Beyond the Reading Think about these questions and discuss them with a partner. Answer the questions in writing if you wish.

- Important lessons about life may be learned from fables. What are the morals of these stories? Try to explain them in your own words.
- How do you best learn about life? Do you learn by listening to others' stories and advice, or through your own experiences, or both?

Think About It: Compare and Contrast

To understand the actions, feelings, and ideas of people from other cultures, we often compare and contrast them with our own. To **compare,** we see how things are alike or similar. To **contrast,** we notice how they are different.

You can also compare and contrast to understand people and ideas in a passage. For example, you might compare the first two fables based on their titles: "The Eagle and the Spider" and "The Tortoise and the Eagle."

Compare (How alike?)	Contrast (How different?)
• Each has two animals.	• One has a spider, and the other has a tortoise.
• Each has an eagle.	

A. Look at Compare and Contrast

The endings of the first two fables are compared and contrasted below:

> ▶ . . . a sudden gust of wind swept by, and brushed the spider, web and all, back down again into the valley from which it had come.

> ▶ . . . the tortoise, before he could say a word, fell straight down upon a rock, and was dashed to pieces.

Compare	Contrast
• Both animals fell to earth.	• The tortoise was killed; the spider was swept down but not killed.

Read the passage below. How did the pigeon-hawk and the tortoise run the race differently?

> ▶ The tortoise . . . went down into the earth and, digging in a straight line, stopped for nothing. The hawk, . . . knowing that he could easily win, kept carelessly flying this way and that . . .

You were right if you said

- the tortoise traveled underground; the pigeon-hawk flew
- the tortoise went in a straight line; the pigeon-hawk went "this way and that"

B. Practice Answer the questions. Look back at the fables to check details. You may use charts like the ones on page 116 to organize your ideas.

1. Compare the two fables "The Eagle and the Spider" and "The Tortoise and the Eagle." Each is about an eagle and another animal. Name another important way that they are similar.

   ____

2. Think about the pigeon-hawk and the hare in the last two fables. Name one difference in their actions. Name one way their actions are similar.

   Different: ______________________________

   Similar: ______________________________

3. "The Hare and the Tortoise" and "The Pigeon-Hawk and the Tortoise" are stories from different cultures. The first is Greek and the second is Native American, but they are similar. Name two ways they are alike.

   ______________ ______________

4. Compare and contrast the two fables "The Tortoise and the Eagle" and "The Pigeon-Hawk and the Tortoise." Name one way they are similar and one way they are different.

   Similar: ______________________________

   Different: ______________________________

5. The fables you read came from very different parts of the world. What does this fact suggest about these different cultures? How are they similar?

   ____

Talk About It

Tell a partner a story about an experience or event in your life that taught you or someone else a lesson.

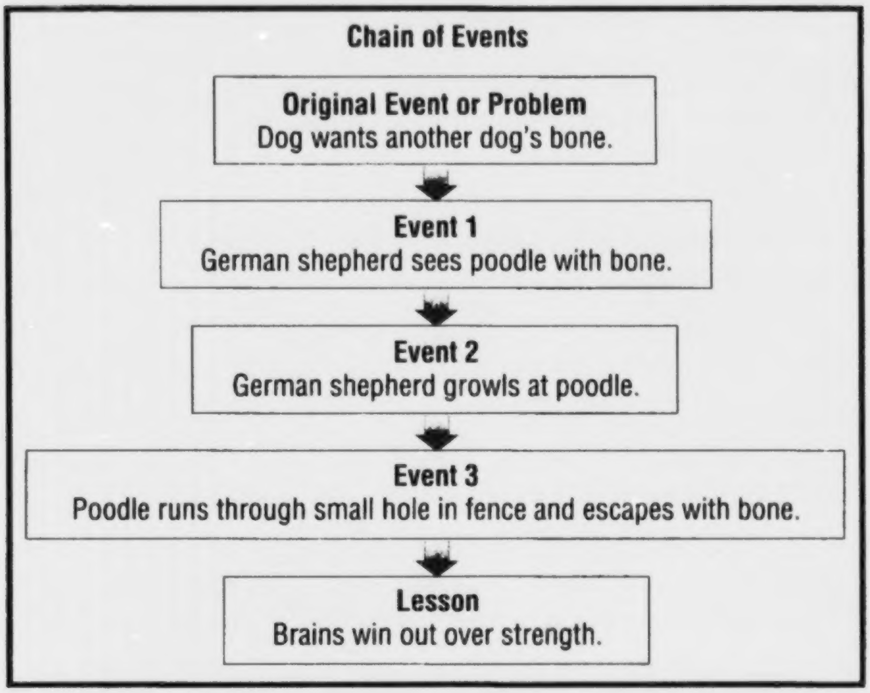
- Tell the story in the order in which events happened. Give details.
- Tell why the experience was important and what you learned from it.

Compare your story with your partner's story and discuss the lessons you each learned.

Write About It: Write a Fable

In this lesson you read fables from around the world. Now write your own fable. Use animals as characters in your fable. Write about something that taught them a lesson.

A. **Prewriting** Look at the sample story map below. The story map begins with a statement of the original event or problem. Then it briefly describes a chain of events in order. Last, it states the lesson learned from the story.



Chain of Events

Original Event or Problem
Dog wants another dog's bone.

Event 1
German shepherd sees poodle with bone.

Event 2
German shepherd growls at poodle.

Event 3
Poodle runs through small hole in fence and escapes with bone.

Lesson
Brains win out over strength.

Make your own story map to start your fable. Have three or more events in your chain of events.

B. **Writing** Write a story, using the chain of events from your story map.

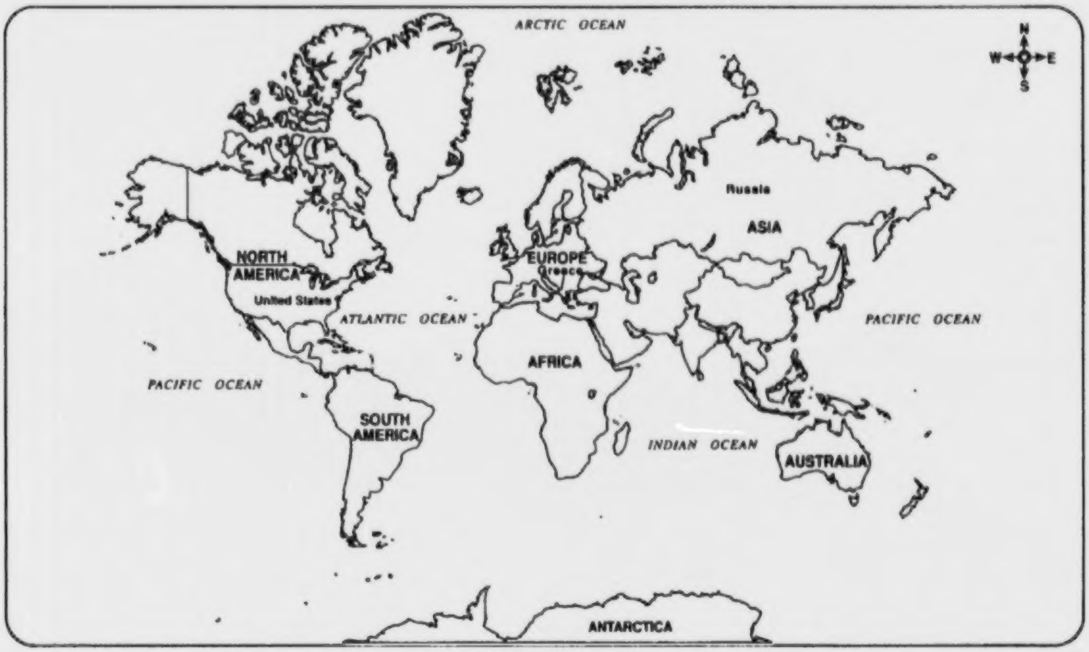
- Write the events in the order in which they happened.
- Give descriptive details.
- End with the lesson the animal characters learned.

▶ **Save your draft.** At the end of this unit, you will choose one of your drafts to work with further.

Life Skill: Read a Map

The fables in this lesson came from different parts of the world. You can see where these fables came from by looking at a map.

A **map** is a representation of an area. The world map on this page shows the continents and major bodies of water on the earth. A continent is a huge land mass that usually includes several countries. Names of continents are in the largest letters. The map gives the names of the oceans and some countries. Directions are shown on the "compass" in the corner of the map: *N* (north) at the top of the map, *S* for south, *E* for east, and *W* for west.


ARCTIC OCEAN
N
W
E
S
Russia
ASIA
NORTH AMERICA
United States
EUROPE
Greece
ATLANTIC OCEAN
PACIFIC OCEAN
AFRICA
PACIFIC OCEAN
SOUTH AMERICA
INDIAN OCEAN
AUSTRALIA
ANTARCTICA

Practice Answer the questions on separate paper.

1. Name the seven continents.
2. Greece is on what continent?
3. What ocean is north of Russia?
4. What ocean lies to the east of the United States?
5. What continent is north of Africa?
6. What continent is east of the Indian Ocean?

Lesson 11

LEARNING GOALS

Strategy: Use your prior experience
Reading: Read a diary entry
Skill: Make inferences
Writing: Write a diary entry
Life Skill: Read a schedule

Before You Read

The reading in this lesson is a diary entry. It was written by Raimonda Kopelnitsky, a young Jewish woman who left the former Soviet Union and moved to the U.S.

A diary is similar to a journal. It is a person's daily record of personal events, thoughts, and feelings.

To understand the reading, you can use your **prior experience.** Think about a time when you were a beginner or a newcomer—maybe your first day at a new school or a new job. At first, you probably saw many differences between the new place and your former school or job. On the lines below, list some of the differences you noticed.

Preview the Reading

Before you read, preview the diary entry. Look at the pictures. Try to predict what you will learn from this diary.

Use the Strategy
Remember how it felt to be a beginner or a newcomer as you read Raimonda Kopelnitsky's account of being a newcomer in the U.S.

No Words to Say Good-bye

CORBIS/BETTMANN

December 16, 1990

Hi, dear Kitty,

Today Mama and I went to Manhattan.[1] We met Rose, the woman who first took us to the synagogue[2] when we were still living in the hotel. We hadn't heard from her in a while. We walked in the city and saw the windows of stores where dolls move. Then we went to Rockefeller Center. There was a big green tree and it was beautiful. There was also an orchestra of five hundred people that was playing American Christmas songs.

In that moment I was trying to remember the Soviet New Year. All the members of our family and our closest friends gathered together. We made a big table of food. We ate

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[1] **Manhattan:** a part of New York City.

[2] **synagogue:** a Jewish place of worship.

AP/WIDE WORLD PHOTOS

from ten till six in the morning. We had a big green tree[3] that would stick its top to the ceiling. Then at midnight our president would show up on TV and tell about the year, its problems and his wishes for the next year. Then the Soviet hymn would play and everyone would stand up to meet the New Year. After that, the TV was on the whole night with New Year's jokes, concerts, and music. I knew all those songs, the music, the people. I stopped remembering.

◀ **Check-in**

Did your own holiday experiences help you to picture Raimonda's description of her New Year's celebration?

Now, I don't know these American Christmas songs that sound so beautiful, nor these people. It's a pity, or maybe not. There'll be a day when I forget my past, and music from the past, and people. There'll be a day when I know these American songs and these people. At least both of these cultures will always celebrate New Year's with me. There will always be a new year, and it will always be celebrated. So even if I don't know American songs or will someday forget Russian songs, the sentiments[4] will still mean the same thing.

Raimonda

---

3. **background note:** In the former Soviet Union, under Communism, there was no Christmas celebration. But New Year's was celebrated with a holiday tree.

4. **sentiments:** the emotional meaning of a passage; the feelings behind the words.

▶ **Final Check-in**

Did it help to recall your own experience to understand Raimonda's thoughts? How did she feel about leaving her own culture?

BEST COPY AVAILABLE

After You Read

A. Comprehension Check

1. Name two things Raimonda and her mother saw when they visited Manhattan.

____

____

2. The sights and songs of the American Christmas season brought back Raimonda's memories of the Soviet celebration of ______________

3. List three things that Raimonda remembered about the Soviet celebration.

____

____

____

4. Although the American celebration seemed strange to her, Raimonda predicted that one day ____________________________

5. What does Raimonda think is the same about the American and Russian songs? ____________________________

B. Revisit the Reading Strategy On page 120, you listed differences you felt when you were a newcomer or a beginner. How did you learn about your new surroundings and fit in? Check the strategies that you used.

_____ watched other people
_____ asked for help
_____ found a "buddy"
_____ read information provided for newcomers
_____ followed printed directions
_____ listened to advice

other strategies ____________________________

C. Think Beyond the Reading Think about these questions and discuss them with a partner. Answer the questions in writing if you wish.

- What experiences have you had with other cultures?
- What other cultures have celebrations similar to holidays in the United States?
- What other cultures have celebrations different from those in the United States?

Think About It: Make Inferences

Making inferences is a skill you use every day. You learned in Lesson 4 that when you infer, you use clues to figure out something that isn't actually stated. For instance, you can infer people's feelings and the reasons behind their actions by watching and listening to them. Imagine the following scene in a hospital:

> A man and woman, carrying a bouquet of flowers, are pointing to signs on the wall and looking puzzled. They are speaking Spanish excitedly.

You may not know the people or their language. But you can use your experience and the clues in their actions to infer that they are confused and may need help.

A. Look at Making Inferences

When you read, you can use clues to fill in the missing pieces. For example, Raimonda writes to "Kitty," but she does not explain who Kitty is. Since a diary is a personal record not read by others, you might infer that Kitty is the name Raimonda has given to her diary. Or perhaps Kitty is an imaginary friend.

1. Here's another example. Use the clues below to figure out who Rose is.

> ▶ We met Rose, the woman who first took us to the synagogue when we were still living in the hotel. We hadn't heard from her in a while.

You might infer that Rose is an American, someone from the Soviet Union who has been in the U.S. longer than Raimonda and her family. The diary suggests that Rose helped them learn about the U.S.

2. Now use your knowledge of human nature to infer what Raimonda was feeling in the next passage. Why do you think she stopped remembering?

> ▶ All the members of our family and our closest friends gathered together. . . . I knew all those songs, the music, the people. I stopped remembering.

You might infer that her memories made her homesick. Maybe she stopped remembering because she was missing people and feeling sad.

B. Practice Read the passages and infer answers to the questions.

1. ▶ We walked in the city and saw the windows of stores where dolls move.

   a. Why do you think Raimonda noticed the dolls?

   ____

   b. What do you think the dolls were?

   ____

2. ▶ Then we went to Rockefeller Center. There was a big green tree
   and it was beautiful.

   What do you think the big green tree was? ______________________________

3. ▶ . . . both of these cultures will always celebrate New Year's with me.
   There will always be a new year, and it will always be celebrated. So even
   if I don't know American songs or will someday forget Russian songs,
   the sentiments will still mean the same thing.

   Based on this passage, does Raimonda think the American and Soviet celebrations are similar in important ways, or very different? Why do you think so?

   ____

   ____

▶ **Talk About It**

Talk with a partner or a small group about the problems faced by people who come from other countries to live in the U.S. Discuss these questions.

- Why do people make such a major move? What are some possible reasons?
- What problems do newcomers face?
- What do they need to learn?
- How can people already living in the U.S. help them?

Write About It: Write a Diary Entry

In this lesson, you read an entry from the diary of a young Russian woman. She described her feelings about an important event in her life: moving to the United States. Now write your own diary entry about an experience in your life.

A. **Prewriting** Choose a big event in your life such as a move, a new job, the birth of a child, or a big project. Usually people don't make detailed plans before writing in a diary. But this time it may help to make some notes. First, think about your topic. Then, on separate paper, make your own lists in the pattern shown below. In one list write details about the event. In the other list write your feelings about the event.

Event My son's birth

What Happened	My Feelings
David born 1-5-96	excited and proud
our first child	glad for the good times
healthy and strong, a good boy	lucky and grateful
long labor	tired and in pain
my whole family came to see him in the hospital	happy to show him to the family

B. **Writing** Write a diary entry. Pretend you are writing on the day of the event, or write about your memory of it, as in the example.

- Write the date at the top of the page. Then begin your entry with "Dear Diary" or give your diary a name, as Raimonda did.
- Be sure your entry includes details about the event and how you felt.

▶ **Save your draft.** At the end of this unit, you will choose one of your drafts to work with further.

Life Skill: Read a Schedule

A **schedule** is a chart that lists information about events or services. To find information on a schedule, read down the column on the left until you find the row you want. Then read across the row to find times and other information.

People from different cultures might use a schedule like the one on this page to sign up for English classes.

Northeast Community Center
Schedule of Adult Education Classes

ABE = Adult Basic Education
GED = General Educational Development
ESL = English as a Second Language

Days	Times	Room	Instructor
ABE Classes			
Mon. & Wed.	2:30 P.M.– 4:30 P.M.	101A	M. Danner
Tues. & Thurs.	9:00 A.M.– 11:00 A.M.	101A	S. Burnett
	7:00 P.M.– 9:00 P.M.	105	R. Cohen
GED Classes			
Mon. & Wed.	9:00 A.M.– 11:00 A.M.	201A	M. Danner
Tues. & Thurs.	2:30 P.M.– 4:30 P.M.	201A	R. Cohen
	7:00 P.M.– 9:00 P.M.	205	J. Mundo
ESL Classes			
Mon. & Wed.	9:00 A.M.– 11:00 A.M.	102	T. Feng
Tues. & Thurs.	7:00 P.M.– 9:00 P.M.	102	H. Ruiz
Night High School			
Mon. – Thurs.	6:30 P.M.– 9:00 P.M.	101B	A. Pirelli

Practice Read the schedule. Then answer these questions on separate paper.

1. When and where are the Night High School classes held?
2. When can a person learn English in the evening?
3. Who teaches the morning ESL classes? The evening classes?
4. If you work during the day, when and where can you take an ABE class?
5. Who teaches the morning GED classes? Where do they meet?

Lesson 12 ▶

LEARNING GOALS

Strategy: Set a purpose
Reading: Read an essay
Skill: Identify the main idea and details
Writing: Write an essay about a struggle
Life Skill: Read a chart

Before You Read

"The Struggle to Be an All-American Girl" is an essay written by a Chinese American woman. An essay is a nonfiction piece in which an author writes about a subject, usually from a personal point of view. Essays are often fairly short.

The author of this essay, Elizabeth Wong, was the child of an immigrant family. In the essay, she tells how she was torn between her new American life and her family's ties to Chinese ways.

If you have a purpose in mind while you read, you will understand the reading more fully. Before you read the essay, **set a purpose** for your reading. What do you think you will learn? What would you like to know? Write your purpose or purposes on the lines below.

____

____

Preview the Reading

Preview "The Struggle to Be an All-American Girl" by looking at the pictures. Then read the first two paragraphs of the essay. Can you tell what it is about?

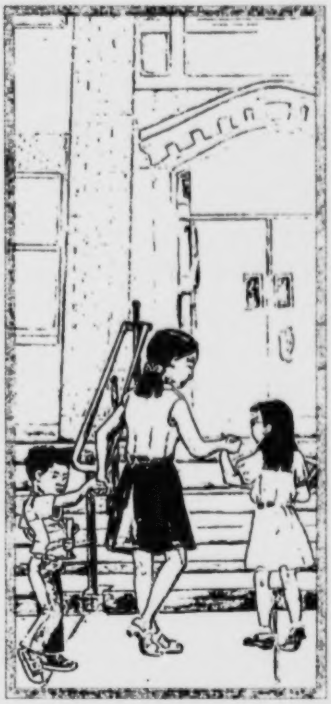
____

____

Use the Strategy
On page 128, you set a purpose for your reading. Remember your purpose as you read. Keep in mind what you think you will learn or what you hope to find out.

The Struggle to Be an All-American Girl

Elizabeth Wong



It's still there, the Chinese school on Yale Street where my brother and I used to go. Despite the new coat of paint and the high wire fence, the school I knew 10 years ago remains remarkably, stoically[1] the same.

Every day at 5 P.M., instead of playing with our fourth- and fifth-grade friends or sneaking out to the empty lot to hunt ghosts and animal bones, my brother and I had to go to Chinese school. No amount of kicking, screaming, or pleading could dissuade my mother. She was solidly determined to have us learn the language of our heritage.[2]

Forcibly, she walked us the seven long, hilly blocks from our home to school, setting our defiant tearful faces before the stern principal. My only memory of him is that he swayed on his heels like a palm tree, and he always clasped his impatient twitching hands behind his back. I saw him as a repressed crazy child killer. I knew that if we ever saw his hands we'd be in big trouble.

We all sat in little chairs in an empty auditorium. The room smelled like Chinese medicine, an imported faraway mustiness. Like ancient mothballs or dirty closets. I hated that smell. I favored crisp new scents. Like the soft French perfume that my American teacher wore in public school.

---

[1] **stoically:** not affected by outside forces.
[2] **heritage:** traditions and culture passed down by earlier generations.

There was a stage far to the right, flanked by an American flag and the flag of the Nationalist Republic of China, which was also red, white, and blue but not as pretty.

Although the emphasis at the school was mainly language—speaking, reading, writing—the lessons always began with an exercise in politeness. With the entrance of the teacher, the best student would tap a bell. Everyone would get up, kowtow,[3] and chant, "Sing san ho," the phonetic[4] for "How are you, teacher?"

Being 10 years old, I had better things to learn than ideographs[5] copied carefully in lines that ran from right to left from the tip of a *moc but*, a real ink pen that had to be held in an awkward way if blotches were to be avoided. After all, I could do the multiplication tables, name the satellites of Mars, and write reports on *Little Women* and *Black Beauty*. Nancy Drew, my favorite book heroine, never spoke Chinese.

Have you learned what you wanted to know? What else would you like to learn about Elizabeth Wong's childhood?

◀ Check-in

The language was a source of embarrassment. More times than not, I had tried to detach myself from the nagging, loud voice that followed me wherever I wandered in the nearby American supermarket outside Chinatown. The voice belonged to my grandmother. She was a fragile woman in her seventies who could outshout the best of the street vendors. Her humor was raunchy, her Chinese rhythmless, patternless. It was quick, it was loud, it was unbeautiful. It was not like the quiet, lilting romance of French or the gentle refinement of the American South. Chinese sounded common. Public.

In Chinatown, the comings and goings of hundreds of Chinese on their daily tasks sounded frenzied. I did not want to be thought of as mad, as talking gibberish. When I spoke English, people nodded at me, smiled sweetly, and said encouraging words. Even the people in my culture would cluck and say that I'd do well in life. "My, doesn't she move her lips fast," they would say, meaning that I'd be able to keep up with the world outside Chinatown.

---

[3] **kowtow:** show respect by bowing deeply.
[4] **phonetic:** English spelling of Chinese words based on speech sounds.
[5] **ideographs:** picture-like symbols used in Chinese writing.

My brother was even more fanatical than I about speaking English. He was especially hard on my mother. He criticized her, often cruelly, for her pidgin speech—bits of Chinese scattered like chop suey in her conversation. "It's not 'What it is,' Mom," he'd say in exasperation. "It's 'What *is* it, what *is* it, what *is* it!'" Sometimes Mom might leave out an occasional "the" or "a," or perhaps a verb of being. He would stop her in midsentence: "Say it again, Mom. Say it right." When he tripped over his own tongue, he'd blame it on her: "See, Mom, it's all your fault. You set a bad example."

What angered my mother most was when my brother cornered her on her consonants, especially "r." My father had played a cruel joke on Mom. He had assigned her an American name that her tongue wouldn't allow her to say. No matter how hard she tried, "Ruth" always ended up "Luth" or "Roof."

After two years of writing with a *moc but* and reciting words with multiples of meanings, I finally was granted a cultural divorce. I was permitted to stop Chinese school.

I thought of myself as multicultural. I preferred tacos to egg rolls; I enjoyed Cinco de Mayo[6] more than Chinese New Year.

At last, I was one of you; I wasn't one of them.

Sadly, I still am.

---

[6] **Cinco de Mayo:** the fifth of May, a Mexican holiday.

Final Check-in

Did you accomplish your purpose for reading? What else did you learn about growing up as a Chinese American?

Where Immigrants Come From

Where do U.S. immigrants come from? They come from all over the world. But since 1971, a great many people have come from the four countries in the chart below. Notice that the numbers in the first two columns are for decades (10 years). The numbers in the last three columns are for single years.

U.S. Immigrants: Selected Countries Since 1971

Country of Birth	1971-80	1981-90	1991	1992	1993
China and Taiwan	203,000	389,000	46,000	55,000	80,000
Mexico	637,000	1,653,000	946,000	214,000	127,000
Philippines	360,000	495,000	64,000	61,000	64,000
Vietnam	180,000	401,000	55,000	78,000	60,000

Source: Statistical Abstract of the United States 1994 and 1995

Notice that more immigrants came from Mexico than from any other country. Why do you think this is so? Why do you think so many immigrants from Vietnam came to the U.S. in the early 1990s?

After You Read

A. Comprehension Check

1. The author and her brother hated
(1) going to Chinese school
(2) their mother
(3) Chinese food
(4) living in Chinatown

2. What did their mother want them to do?
(1) get more exercise
(2) teach the Chinese language
(3) learn the Chinese language
(4) be punished by the principal

3. What embarrassed Elizabeth Wong?
(1) Chinese clothes
(2) the Chinese language
(3) the family's poverty
(4) her failure to learn Chinese

4. At the end of the story, what do you think Wong meant when she wrote, "Sadly, I still am"?
(1) She's sorry that she is not more a part of the Chinese culture.
(2) She's sad that she is Chinese.
(3) She wishes she were an American.
(4) She doesn't want to go to Chinese school.

B. Revisit the Reading Strategy Think about the purpose or purposes you set before you began reading the essay. Then answer the questions below.

Yes	No	Partly	
______	______	______	I learned what I wanted to know.
______	______	______	I learned other things I didn't expect to learn.

Two facts or ideas I learned: ____

____

C. Think Beyond the Reading Think about these questions and discuss them with a partner. Answer the questions in writing if you wish.

- Should newcomers try to hold onto their culture? Why or why not?
- Why do children often learn new ways more easily than their parents? Should they teach their parents? Why or why not?

Think About It: Identify the Main Idea and Details

As you learned in Lesson 1, identifying the main idea and supporting details can help you understand what you read. The **main idea** is what a reading passage is generally about. The **details** provide specific facts, examples, or reasons that support or explain the main idea.

A. Look at Identifying the Main Idea and Details

In paragraphs, a writer often states the main idea in a topic sentence. The topic sentence is often the first or second sentence. The rest of the paragraph includes details that support or give more information about the main idea. In the paragraph below, the topic sentence is underlined. The rest of the paragraph contains details that support it.

> ▶ My brother was even more fanatical than I about speaking English. He was especially hard on my mother. He criticized her, often cruelly, for her pidgin speech—bits of Chinese scattered like chop suey in her conversation. "It's not 'What it is,' Mom," he'd say in exasperation. "It's 'What *is* it, what *is* it, what *is* it!'"

Sometimes the main idea is not stated directly in a sentence. Then you must infer the main idea. Look at the details for clues about the main idea. Ask yourself, "What is this paragraph or passage all about?" Decide what the main idea is and state it in your own words.

In the paragraph below, the main idea is not stated in a sentence. Decide what the paragraph is about. State the main idea in your own words.

> ▶ Every day at 5 P.M., instead of playing with our fourth- and fifth-grade friends or sneaking out to the empty lot . . . my brother and I had to go to Chinese school. No amount of kicking, screaming, or pleading could dissuade my mother. She was solidly determined to have us learn the language of our heritage.

The paragraph is about the author and her brother having to go to Chinese school. Here is one way to state the main idea: "The children's mother made them go to Chinese school, but they didn't like it." The details tell when they went, how they acted, and why their mother made them go.

B. Practice Read each paragraph and answer the questions.

1. The language was a source of embarrassment. More times than not, I had tried to detach myself from the nagging, loud voice that followed me wherever I wandered in the nearby American supermarket outside Chinatown. The voice belonged to my grandmother. . . . Her humor was raunchy, her Chinese rhythmless, patternless. It was quick, it was loud, it was unbeautiful. It was not like the quiet, lilting romance of French or the gentle refinement of the American South.

   a. Underline the topic sentence.

   b. Are the details facts, examples, or reasons?

   ____

2. In Chinatown, the comings and goings of hundreds of Chinese on their daily tasks sounded frenzied. I did not want to be thought of as mad, as talking gibberish. When I spoke English, people nodded at me, smiled sweetly, and said encouraging words. Even the people in my culture would cluck and say that I'd do well in life. "My, doesn't she move her lips fast," they would say, meaning that I'd be able to keep up with the world outside Chinatown.

   What is the main idea of this paragraph?

   ____

3. What is the main idea of Elizabeth Wong's essay?

   ____

Talk About It

With a partner, take turns summarizing the essay. Plan your summary by noting important points in the essay:

- the main idea of the essay
- the most important details

Tell your summary to your partner. Have your partner evaluate it by telling you how well you explained the main idea and important details of the essay. Then reverse roles.

Write About It: Write an Essay About a Struggle

In this lesson, you read about a struggle between a mother and daughter over the difference between their old and new cultures. In this activity, you will write about one of your own struggles.

A. **Prewriting**

1. First, choose a topic. Think of someone you struggled with and what the struggle was about. Here are some ideas:
   - I struggled with my parents about staying in school.
   - I struggled with my children about obeying my rules.
   - I struggled with my spouse about spending too much money.

   Write your topic sentence on separate paper.
2. Next, organize your thoughts. On the left side of the page, list the arguments on your side of the struggle. On the right side, list the arguments on other side. Look at the example below.

My Struggle

Topic: I struggled with my parents about staying in school.

My Side	My Parents' Side
• I wanted to get a full-time job.	• They said I would earn more with a high school diploma.
• I thought school subjects weren't important.	• They said a diploma opens doors later.
• I was bored with school.	

B. **Writing** Write a short essay about your struggle using the ideas you listed.

1. In the first paragraph, write an opening sentence that states the topic of your struggle. Then add details to explain the struggle.
2. In the second paragraph, explain your side of the argument.
3. Write another paragraph explaining the opposing point of view.
4. Write a concluding paragraph that explains the outcome of the struggle.

▶ **Save your draft.** At the end of this unit, you will choose one of your drafts to work with further.

Life Skill: A Closer Look at Reading a Chart

Charts organize information so readers can locate facts quickly. To read a chart, first read the title and the headings of the columns and rows. Columns are read from top to bottom. Rows are read from left to right.

Read the title of the chart below. It tells you that the chart gives information about the continents immigrants to the U.S. come from. The first column lists continents. The other columns give numbers of immigrants for different time periods. Read across a row to find the number of immigrants from a given continent in each period. Read down a column to find the number of immigrants from each continent during a given period.

To locate information on a chart, read across a row and down a column. Read the information at the point where the selected row and column meet. As an example, find how many people immigrated to the U.S. from Asia between 1951 and 1960. Find "Asia" in the first column. Then follow that row across to the column for the years 1951–60 and read the number.

Immigration to U.S. by Continent of Origin

Continents	1951-60	1961-70	1971-80	1981-90
Asia	153,249	427,642	1,588,178	2,066,455
Africa	14,092	28,954	80,779	192,212
Europe	1,325,727	1,123,492	800,368	705,630
North and South America	996,944	1,716,374	1,982,735	3,580,928

Source: Information Please Almanac, Atlas & Yearbook 1993

You can see that 153,249 people from Asia immigrated in the 1950s.

Practice Answer the questions below.

1. How many people immigrated to the U.S. from Asia in the 1980s? ____________________
2. How many came from Europe in the 1950s? in the 1980s? ____________________
3. Which continents show an increase in the number of people moving to the U.S.? ____________________
4. Which continent shows a decrease in immigration to the U.S.? ____________________

Writing Skills Mini-Lesson: Combining Ideas

Combining related ideas helps to make your writing smoother and easier to understand. There are several ways to combine ideas.

1. A simple sentence contains one complete thought. But a simple sentence can combine related ideas in the form of a compound subject, a compound verb, or both.

   Simple sentences: Ali is married. Helen is married to Ali.
   Compound subject: **Ali and Helen** are married to each other.

   Simple sentences: They live in the U.S. They work in the U.S.
   Compound verb: They live and work in the U.S.

   Compound subject and verb: **Ali and Helen** live and work in the U.S.

2. A compound sentence is made up of two simple sentences. The two sentences are joined by a comma plus a connecting word such as *and*, *but*, *or*, *yet*, or *so*.

   Simple sentences: Ali speaks Arabic. Helen speaks Greek.
   Compound sentence: Ali speaks Arabic**, and** Helen speaks Greek.

   Simple sentences: Ali doesn't speak Greek. He understands a few words.
   Compound sentence: Ali doesn't speak Greek**, but** he understands a few words.

   Simple sentences: Ali and Helen both speak English. They understand each other.
   Compound sentence: Ali and Helen both speak English**, so** they understand each other.

Practice On separate paper, write one sentence that combines the ideas in each pair of sentences.

1. Ali is originally from Egypt. Helen is from Greece.
2. They were studying in the same community college.
   They were working there, too.
3. Ali worked in the college library. Helen worked in the admissions office.
4. Then Ali and Helen met. They started to eat lunch together often.
5. Ali and Helen fell in love. They got married three years ago.
6. Ali and Helen come from different cultures. They are very close.

Unit 4 Review

Reading Review

Who Are the Immigrants?

We see their faces on the news and in our neighborhoods. They may speak foreign languages. We may not know them very well. We know they often are working hard to make a living and to learn English. Many find their new homeland strange, and even frightening. We know this much, but we can't say much more about them as a group. For the truth is that they are very different from each other. They belong under that umbrella we label *immigrants*. But they are not one group.

National groups differ from each other in language and religious beliefs, in clothing styles, and in tastes in food and music. Their backgrounds are different, too. They came to this country for different reasons. Some came looking for a better chance in life. They brought with them money and personal belongings to start their new lives. But others were forced to leave their homes because of violence and war. Those immigrants, called refugees, left their countries in fear for their lives. Many arrived in the United States without families, and with little more than the clothes on their backs.

Perhaps surprising to some people are the differences that exist *within* other nations or cultures. For instance, some Chinese are Buddhist, while others are Catholic. Some immigrants from the same country don't speak the same language. For example, the Philippine Islands are home to more than 70 different languages! Groups from the same country vary in education and background, too. Many of the first refugees from Vietnam came from the cities and were well educated. But other Vietnamese refugees were poor people from the country who couldn't read or write.

So who are the immigrants? There is no simple answer. We can learn about their many cultures. But we must also know them as individuals.

Choose the best answer to questions 1 and 2 below. Then write answers to questions 3 and 4.

1. What is the main idea of the article?
(1) All people have things in common.
(2) Immigrants have many differences.
(3) Immigrants have many problems.
(4) Americans have a poor attitude toward immigrants.

2. We can infer that refugees
(1) are the same as other immigrants
(2) may need many kinds of help
(3) planned their move carefully
(4) don't want to be in the U.S.

3. Name one way in which most immigrants are alike. ______________________________

____

4. Name two ways in which immigrants may differ from each other. ____________________

____

____

Writing Process

In Unit 4, you wrote three first drafts. Choose the piece that you would like to work with further. You will revise, edit, and make a final copy of this draft.

_____ your fable that taught a lesson (page 118)
_____ your diary entry about a big event in your life (page 126)
_____ your essay about a struggle (page 136)

Find the first draft you chose. Then turn to page 160 in this book. Follow steps 3, 4, and 5 in the Writing Process to create a final draft.

As you revise, check your draft for these specific points:
Fable: Did you include the lesson learned from the experience?
Diary entry: Did you include your feelings about the event?
Essay: Have you explained both sides of the struggle and the outcome?

Skills Review

This Skills Review will let you see how well you can use the skills taught in this book. When you have finished Units 1–4, complete this review. Then share your work with your instructor.

Reading Skills Review

Read each passage and answer the questions that follow.

Beating Budget-Phobia

Jane Bryant Quinn

I learned what a budget could do when I was 25, divorced and supporting a child on insufficient income. I knew I was in trouble when I started shoving unopened bills into a drawer because I couldn't pay them. A budget pulled me out. I discovered that even on my mini-income, I was letting money leak through my fingers.

Budgets do more than drag spending into line with income, however. They're a powerful tool for getting what you want in the future. Since the word *budget* smells of shortages and self-denial, I prefer *spending plan,* which puts you in active control. The only way to get more money for what you want is to spend less on something else. If a budget won't work, try this five-step plan:

List your priorities. What do you need most from your income—a down payment? A rainy-day fund? Debt repayment? Retirement security? More education? Be specific and set a deadline for reaching each goal. For example, you might decide to retire your MasterCard bill in six months, at the rate of $300 a month. When you get paid, that $300 gets spent first. Start with a small goal, then reach for larger ones.

Find out where you stand. Study your check registers, bills and credit-card statements to learn exactly where your money goes. Make a list of expenses on the left side of a page: mortgage, telephone, electricity, auto loan, clothes and so on. Note the amount you spend in each category to the nearest dollar. Then keep track of what you buy for cash for a few weeks and add those to your list: magazines, bus fare, gasoline, movies, hairdresser. Some things may seem too trivial to bother with. But if you can save $5 a day for a year, you'll have $1,825 that could fund an Individual Retirement Account.

Compare your total monthly spending with your disposable income after tax. Never mind if you're in the red; that's the problem you mean to fix.

Decide how you want to spend your money. In a second column, next to your actual expenses, rearrange your spending so it matches your income and provides money for your top-priority goal. It's often better to cut a little from every flexible category rather than to slash just one or two. Reconsider all spending.

Even good plans are not carved in stone. Do you really need a car phone—or even call waiting? Should you switch to low-cost term life insurance?

Try to follow your new spending plan. Keep track of how you do. You won't be completely successful; no one is at first. Make changes as you go along until you have a plan that works. Unexpected expenses arise all the time. That's where your budget becomes a money-management tool. If you have to fix the car this month—and your rainy-day fund won't cover it—your budget will show what other spending can be delayed so the car can be paid for.

Choose the best answer to each question.

1. What is the main idea of this article?
(1) Find ways to save on household bills.
(2) A spending plan can put you in control of your spending.
(3) You need to identify your spending priorities.
(4) Find ways to earn more money.

2. Most of the details in this article explain
(1) the author's life and problems
(2) how to pay off credit card bills
(3) the importance of goal setting
(4) how to create a spending plan

3. Electricity would belong in which budget category?
   (1) auto expenses
   (2) household expenses
   (3) holiday gifts
   (4) cash and extras

4. Which of the following is a fact?
   (1) The word *budget* smells of shortages and self-denial.
   (2) Some things may seem too trivial to bother with.
   (3) If you can save $5 a day for a year, you'll have $1,825.
   (4) You won't be completely successful at first.

5. To solve her money problems, the author
   (1) stopped spending so much
   (2) got a better job
   (3) borrowed money
   (4) stopped paying her bills

6. In the five-step plan, before you figure out where your money goes, you should
   (1) try to follow your spending plan
   (2) rearrange your spending
   (3) compare spending with income
   (4) list your priorities and goals

The Work of Many Cultures

The United States has been called a melting pot of different peoples. There are those who believe this diversity is not good for the country. But in fact, the U.S. was built by workers from many cultures. Our way of life is based on the mixing of ethnic and racial groups. Here are just a few examples:

- The 1800s were a time of canal and railroad building. In the eastern half of the U.S., most of this work was done by Irish immigrants.
- Who built the first railroad across the western United States? Nine out of ten of the workers were Chinese.
- About one-third of the cowboys in the cattle crews out west were African Americans and Mexicans.
- In the 1870s, Russian immigrants brought with them a type of winter wheat that boosted wheat production.
- Many Jewish people worked in the garment factories of New York City. By 1900, they were making half of the nation's clothes. Italian women joined them later.

Today, the story is much the same. People from Europe, Asia, Africa, and South America continue to make their homes here. They bring with them a willingness to work and rich cultural backgrounds. All play a part in making our country what it is.

Choose the best answer to each question.

7. Which of the following is an opinion?
(1) Diversity is not good for our country.
(2) Many Jewish people worked in garment factories.
(3) Irish workers helped build the canals.
(4) Many railroad workers were Chinese.

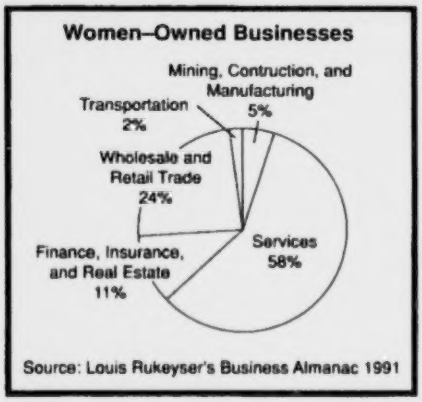
8. In this article, you can infer that without its racial and ethnic groups
(1) our country would not exist
(2) our country would not have railroads
(3) our country would not be as rich
(4) our country would not have workers

Women at Work

Women have always worked. They have been partners in running the family farm or business. They have cooked, cleaned, and cared for their families. These days many women also work outside the home. By 1990, more than half of all women were working or looking for jobs. And 79 percent of women with children under age 3 had jobs.

What work do women do? Some are lawyers, engineers, and police officers. Many work in service areas. They are bank tellers, hairdressers, and nurses. Service jobs like these are often seen as "women's work." A growing number of women are business owners. In 1987, outside of farming, nearly one-third of all one-owner businesses were owned by women. On top of it all, most women still do most of the household chores and have responsibility for child care.

The following circle graph shows the different types of businesses owned by women. Each section shows the percent of women business owners who own that type of business. For example, 24 percent of all female business owners have wholesale or retail trade businesses.



Women–Owned Businesses

Source: Louis Rukeyser's Business Almanac 1991

Choose the best answer to each question.

9. According to the graph, more women own businesses in the area of
(1) services than all others combined
(2) transportation than trade
(3) mining, construction, and manufacturing than trade
(4) transportation than finance, insurance, and real estate

10. From the article, you can infer that women
(1) stay home more now
(2) no longer care for their families
(3) are doing more work now than ever before
(4) own fewer businesses than in the past

Writing Skills Review

On separate paper, copy the paragraph, correcting errors in capitalization, punctuation, and subject-verb agreement.

We all have habits we want to break, but habits are not always bad. What if we all got in the habit of helping? Even small good deeds makes a difference. What can you do. You can read a story to a child or you can help your husband or wife with a chore. Don't wait for valentine's day to say, "i love you." You might give someone a hug or you could offer a word of praise. You can take time to listen. Both adults and children needs a friendly ear. Your time and attention is sometimes the best gifts you can give. You should practice smiling, too. People will smile back.

Write About It

On separate paper, write about the topic below. Use the Revising Checklist below to check your draft. Follow the first four steps of the Writing Process (page 160) to write, revise, and edit your draft. Then write a final draft and share it with your instructor.

Topic: Write two paragraphs about your favorite job. In the first paragraph, describe the job and tell why it's your favorite job. In the second paragraph, describe the skills needed to do the job well.

Revising Checklist

Revise your draft. Check that your draft

______ has one main idea in each paragraph
______ includes details that describe your favorite job
______ includes details that describe the skills needed to do the job well
______ includes details that explain why each skill is important

Skills Review Answers

Reading Skills

1. (2)
2. (4)
3. (2)
4. (3)
5. (1)
6. (4)
7. (1)
8. (3)
9. (1)
10. (3)

Writing Skills

There is more than one way to correct some of the errors. Here is one way.

We all have habits we want to break, but habits are not always bad. What if we all got in the habit of helping? Even small good deeds make a difference. What can you do? You can read a story to a child, or you can help your husband or wife with a chore. Don't wait for Valentine's Day to say, "I love you." You might give someone a hug, or you could offer a word of praise. You can take time to listen. Both adults and children need a friendly ear. Your time and attention are sometimes the best gifts you can give. You should practice smiling, too. People will smile back.

Write About It

When you feel confident about your final draft, share it with your instructor.

Evaluation Chart

Check your Skills Review answers. On the chart below, circle the number of any answer you missed. You may need to review the lesson(s) indicated next to that question number.

Question	Skill	Lessons
1	identify main idea and details	1, 12
2	identify main idea and details	1, 12
3	categorize information	2, 8
4	identify facts and opinions	6, 9
5	recognize problems and solutions	3
6	follow steps in a process	5
7	identify facts and opinions	6, 9
8	make inferences	4, 11
9	compare and contrast	10
10	make inferences	4, 11

▶ **Go on to page 148** to complete Student Self-Assessment #2.

Student Self-Assessment #2

After you finish the Skills Preview, do this self-assessment.
Share your responses with your instructor.

Reading	**Good at this**	**Need help**	**Don't know how to do this**
I can read and understand			
1. stories, poems, biographies, fables, and essays			
2. articles in magazines, newspapers, and books			
3. forms, applications, checks, and bank statements			
4. charts and graphs; signs and symbols			
5. diagrams and maps			
6. memos, letters, and diary entries			
7. brochures and announcements			
When I read, I can			
1. figure out new words by using context clues			
2. use what I already know to help me understand			
3. set a purpose for reading			
4. skim to get a general idea of the reading material			
5. identify main ideas and details, problems and solutions			
6. categorize information			
7. make inferences			
8. follow steps in a process			
9. recognize facts and opinions			
10. summarize what I've read			
11. try to predict what is coming next			
12. compare and contrast information			

Writing	**Good at this**	**Need help**	**Don't know how to do this**
I can fill out or write			
1. an action plan and instructions			
2. forms and applications; memos and letters			
3. paragraphs with a topic sentence and supporting details			
4. short articles, personal accounts, and diary entries			
5. an autobiography; fables; essays			
When I write, I can			
1. think of good ideas and organize them			
2. use facts, examples, or reasons to support my main ideas			
3. express myself clearly so others understand			
4. revise my writing to improve it			
5. edit my writing to correct spelling, capitalization, punctuation, and usage errors			
6. make subjects and verbs agree			
7. combine related ideas			

Answer Key

When sample answers are given, your answers may use different wording, but they should be similar to the sample answers.

Unit 1 Money Matters

▼ Lesson 1

After You Read (p. 19)

A. 1. (4)
   2. (2)
   3. (3)
   4. (1)
   5. (3)

Think About It: Identify the Main Idea and Details (p. 20)

B. Practice

1. Main idea sentence to be underlined:
   Some bills can be eliminated altogether.
Sample answer:
You can get rid of some bills altogether.
2. Main idea sentence to be underlined:
   Sadly, the pleasure that comes from extravagances often disappears long before the bills do.
Sample answer:
The fun of buying expensive things is over long before you stop paying for them.
3. Main idea sentence to be underlined:
   The costliest money trap is the credit-card bill that's never paid off.
   Any one of the following details is correct:
   Minimum payments are as low as 2 percent of the total bill.
   It can take more than 11 years to pay off a $2,000 bill.
   Many people pay only the minimum each month.
   Some people have 10 or 12 different credit card accounts.

Life Skill: A Closer Look at Reading a Circle Graph (p. 23)

Practice

1. 16%
2. 10%
3. 58%

▼ Lesson 2

After You Read (p. 27)

A. 1. Personal Checking, EARN
   2. $ 3.00
   3. $750.00
   4. 2%
   5. the Deposit Account Regulations
   6. their Social Security numbers
B. 1. automated teller machine
   2. Answers will vary.

Think About It: Understand Categories (p. 28)

Practice

1. *Benefits* category *or* the middle column
2. *Plan* category *or* the first column
3. *Fees* category *or* the third column
4. Housing
5. Personal Taxes

Life Skill: Read a Bank Statement (p. 31)

Practice

1. $50.00
2. $1,135.60
3. Carol Ramirez made a deposit of $327.12.
4. $1,748.56

▼ Lesson 3

After You Read (p. 37)

A. 1. (1)
   2. (3)
   3. (4)
   4. (2)

Think About It: Recognize Problems and Solutions (p. 38)

B. Practice

1. . . . the Leets had seen that billions of dollars pouring into Third World welfare programs were not reaching those who needed help.
Sample answers:
2. Give a little money to start small businesses and let people help themselves.
3. a. Pilar Moya thought she couldn't start a business.
3. b. Pilar Moya joined with others to start a bakery.

Life Skill: Understand a Budget (p. 41)

Practice

1. $265
2. $240
3. yes
4. $1,500
5. yes
6. housing and insurance
7. They are set amounts.
8. Spending in those areas varies.

▼ Writing Skills Mini-Lesson: Capitalization Rules (p. 42)

Practice

When I shop, I always compare prices. For example, I usually use Tide for my wash, but last Monday I got Ivory since it was on sale. I also compare prices for services. When I moved to Chicago last April, my friend Jamal told me about two good doctors. I chose Dr. Angela Carter at Grant Hospital because she charges less than the other doctor.

▼ Unit 1 Review (p. 43)

Reading Review

1. (2)
2. (1)
3. (2)
4. (3)

Unit 2 On the Job

▼ Lesson 4

After You Read (p. 49)

A. 1. He is a cabdriver.
  2. Choose any two answers: carry her bags, open her door, set her bags inside, turn on the lamp, untie her coat
  3. 5 times

  Sample answers:
  4. Myrtle raises three children.
  5. She puts the newspapers in plastic bags so they don't get wet.

Think About It: Make Inferences (p. 50)

B. Practice

Sample answers:

1. a. She probably lives alone.
   b. There were probably quite a few steps to climb.
   c. She is lonely and wants attention.
   She is frail and cannot do some things for herself.
2. a. It is a time to plan her day.
   It's good exercise.
   She needs a break from her children.
   b. He was impressed that she came rain or shine and took pride in her work.

Life Skill: Read Workplace Signs and Symbols (p. 54)

Practice

Sample answers:

1. You could come into contact with dangerous chemicals or other substances.
2. Only certain people have the right to come in here.
3. Be careful in front of this door because the door or a person might bump into you.
4. Be careful because there are electrical power lines in this area.
5. To avoid hurting yourself, use your legs, not your back, to lift.
6. Wear a hard hat to protect your head in this area.
7. Be careful because this liquid can catch fire.
8. Walk carefully.
9. This floor becomes slippery when it is wet.
10. You must show a permit or a badge to come in here.
11. You must wear safety glasses here to protect your eyes.
12. Smoking is not allowed here.
13. People in wheelchairs can get around here.

▼ Lesson 5

After You Read (p. 59)

A. 1. (2)
   2. (4)
   3. (3)
   4. (4)

Think About It: Follow Steps in a Process (p. 60)

B. Practice

1. Remove the stem assembly.
2. Put back the stem assembly.
3. faucet handle, decorative cover
4. 2, 1, 3
5. 2. Replace the packing nut by turning it clockwise with a wrench.
   3. Replace the decorative cover, if any.
   4. Replace the faucet handle, if it was removed to uncover the packing nut.

Life Skill: Read a Diagram (p. 63)

Practice

1. B
2. 2

Sample answers:

3. It shows how to attach the connectors, part D.
4. The bolts attach part D to the legs and top support and also to the legs and base support. *or* The bolts attach part D to parts A and C and parts B and C.
5. The screws attach the glass supports to the legs and the top. *or* The screws attach the glass supports to parts A and C.
6. They are shaped the same. *or*
   They are both supports. *or*
   They both attach to the legs and connectors.

▼ Lesson 6

After You Read (p. 68)

A. Sample answers:

1. oil spills on the floor and in the storage area
2. They think it will help employees to work smarter.
   They think it will help solve safety problems.
   They want employees to learn new skills.
3. to encourage more people to sign up for the course
4. Employees found solutions to the safety problem.
5. Answers will vary.

B. Other: meeting time, who should attend the meeting.

Think About It: Identify Facts and Opinions (p. 69)

B. Practice

1. O
2. F
3. F
4. O
5. F
6. O
7. F
8. O
9. F
10. O

Life Skill: Read a Time Sheet and an Invoice (p. 72)

A. Practice

1. payroll personnel in the office
2. 8 hours and 9 minutes *or* 8.25 hours
3. 1 hour
4. P. Morissard

B. Practice

5. $115.49
6. charged on VISA
7. 8504
8. 6–10
9. $15.95
10. $31.90

▼ Writing Skills Mini-Lesson: Making Subjects and Verbs Agree (p. 74)

Practice

Sample answers:

1. Carpenters build cabinets and furniture.
2. A photographer takes pictures.
3. A driving instructor teaches people how to drive.
4. Pilots fly planes.
5. Firefighters put out fires.
6. I am a student.

▼ Unit 2 Review (p. 75)

Reading Review

1. (1)
2. (2)
3. (4)
4. (1)

Unit 3 Making a Difference

▼ Lesson 7

After You Read (p. 83)

A. Sample answers:

1. She was a woman.
   She was black.
   She was very small.
   Her family was poor.
2. He took her to political meetings with him. *or*
   He encouraged her to ask questions and learn.
   or
   He had the children read and discuss the newspaper every day.
3. the U.S. House of Representatives *or*
   the U.S. Congress
4. women and minorities

Think About It: Summarize Information (p. 84)

B. Practice

1. Sample answers:
   -1942 went to Brooklyn College
   -joined the debate club in college and gave speeches
   -taught nursery school
   -got a master's degree in early childhood education from Columbia University
   -married Conrad Chisholm
   -joined a Democratic club
   -formed another club with other minority members and helped an African American candidate win an election
2. Sample answers:
   -1964 was elected to the New York state assembly
   -was discriminated against because she was a woman
   -1968 won election to the U.S. Congress and became first black woman member of Congress
   -elected to Congress seven times
   -1972 ran for president of the U.S.
   -opened the way for women and minorities
3. Sample Summary:
   In 1942, Shirley entered Brooklyn College. There she joined the debate club and became an experienced speaker. After college she taught nursery school and earned a master's degree from Columbia University. She married Conrad Chisholm and became active in politics. She joined a Democratic club but wasn't allowed to make decisions. She formed another club with other minority members and helped an African American candidate win an election.
   In 1964, Shirley Chisholm ran for the New York state assembly and won by a landslide. She said that she met with more discrimination because she was a woman than because she was African American. In 1968, she was elected to the U.S. Congress, becoming the first black woman member of Congress. In 1972 she ran for president. She was not nominated, but her career opened the way for other women and minorities.

Life Skill: Read a Brochure (p. 87)

Practice

Sample answers:

1. Parents should be nonviolent so their children will learn nonviolent behavior.
2. What: parenting classes
   When: first and third Tuesday of each month, 7:00–8:00 P.M.
   Where: St. Joseph Hospital, Room 202
3. Call 555-3482
4. Sample answer:
   so the organizers will know how many people to expect

▼ Lesson 8

After You Read (p. 91)

A. 1. (3)
   2. (1)
   3. (4)
   4. (1)
   5. birthdate, birthplace, home address, sex

Think About It: Categorize Information (p. 92)

Practice

1. Sworn Statement and Signature
2. Residence Information
3. Eligibility: Right to Vote

Life Skill: Read Community Announcements (p. 95)

Practice

Sample answers:

1. What: A Business Meeting of the Hillsboro City School Board
   When: September 21 at 7:30 P.M.
   Where: Ford Middle School
2. Changes related to the Code of Conduct; a new representative to the Parent Advisory Council
3. Watch it on television September 22 at 7 P.M. on Channel 2

▼ Lesson 9

After You Read (p. 100)

A. 1. (2)
   2. (1)
   3. (4)
   4. (3)

Think About It: Identify Facts and Opinions (p. 101)

B. Practice

1. O	6. F
2. F	7. O
3. F	8. O
4. O	9. O
5. O	10. F

Life Skill: A Closer Look at a Bar Graph (p. 104)

A. Practice

1. religious organizations
2. 15 percent

B. Practice

3. 225
4. about 200

Sample answers:

5. Students in both grades who read for fun scored higher on the test.
6. Children who read for fun are better readers than those who don't. *or*
   Good readers read for fun more often than other readers.

▼ Writing Skills Mini-Lesson: More on Making Subjects and Verbs Agree (p. 106)

Practice

1. My wife and I are the parents of twin daughters.
2. Our daughters and their best friend go to Ray School.
3. Selena and Cristina are in the second grade.
4. The association of parents and teachers is active at Ray.
5. The teachers at Ray School work well with the parents.
6. Every parent of young children needs to join the PTA.

▼ Unit 3 Review (p. 107)

Reading Review

1. (1)
2. 3 a.
   1 b.
   4 c.
   2 d.
3. a. O   d. F
   b. O   e. F
   c. O   f. O

Unit 4 Many Cultures

▼ Lesson 10

After You Read (p. 115)

A. 1. (2)
   2. (4)
   3. (2)
   4. (1)

Think About It: Compare and Contrast (p. 116)

B. Practice

Sample answers:

1. Each has a similar moral: Pride comes before a fall. *or*
   In each, a land animal is dissatisfied with his life and wants to be high like an eagle.
2. Different: The pigeon-hawk chats with his friends and flies around, but the hare takes a nap.
   Similar: Both the hare and the pigeon-hawk think they will easily win.
3. Both are about a race between animals. *or*
   In both, the faster animal loses and the slower animal wins. *or*
   Both have a similar lesson: Slow and steady wins the race. *or*
   In both, the faster animal is overconfident.
4. Similar: Both have a tortoise and a bird as characters.
   Different: The tortoise loses in one and wins in the other.
5. They believe in similar morals. *or*
   They observe similar traits in human nature. *or*
   They use tales to teach lessons.

Life Skill: Read a Map (p. 119)

Practice

1. North America, South America, Europe, Africa, Asia, Antarctica, Australia (in any order)
2. Europe
3. the Arctic Ocean
4. the Atlantic Ocean
5. Europe
6. Australia

▼ Lesson 11

After You Read (p. 123)

A. 1. any two of the following: Rose; store windows where dolls move; Rockefeller Center; a big green tree; an orchestra of 500 people
   2. the New Year
   3. any three of the following: family and friends; food; staying up and eating all night long; a big green tree; watching the president on TV; hearing the Soviet hymn; standing to meet the New Year; watching TV all night long; all the songs, the music, the people

   Sample answers:
   4. she would know the American songs
   5. The sentiments are the same.

Think About It: Make Inferences (p. 124)

B. Practice

Sample answers:

1. a. She noticed them because she had not seen anything like them before. *or*
   She liked the dolls and wanted to have one.
   b. The dolls might have been puppets. *or*
   They might be figures representing people in Christmas scenes.
2. a Christmas tree
3. She thinks they are similar in important ways. Even if American songs someday take the place of Russian songs, there will always be a celebration with singing and music.

Life Skill: Read a Schedule (p. 127)

Practice

1. Monday through Thursday, 6:30–9:00 P.M., in Room 101B
2. Tuesday and Thursday, 7:00–9:00 P.M.
3. morning: T. Feng
   evening: H. Ruiz
4. Tuesday and Thursday, 7:00–9:00 P.M., in Room 105
5. M. Danner, in Room 201A

▼ Lesson 12

After You Read (p. 133)

A. 1. (1)
   2. (3)
   3. (2)
   4. (1)

Think About It: Identify the Main Idea and Details (p. 134)

B. Practice

1. a. The language was a source of embarrassment.
   b. The details are reasons.

Sample answers:

2. Elizabeth wanted to speak English rather than Chinese.
3. As a child, Elizabeth Wong hated Chinese school and wanted to be more American, but as an adult she is sorry that she is not more Chinese.

Life Skill: A Closer Look at Reading a Chart (p. 137)

Practice

1. 2,066,455
2. in the 1950s: 1,325,727; in the 1980s: 705,630
3. Asia, Africa, and North and South America
4. Europe

▼ Writing Skills Mini-Lesson: Combining Ideas (p. 138)

There is more than one correct way to combine these sentences. Sample answers:

1. Ali is originally from Egypt, and Helen is from Greece. *or*
   Ali is originally from Egypt, but Helen is from Greece.
2. They were studying and working in the same community college.
3. Ali worked in the college library, and Helen worked in the admissions office. *or*
   Ali worked in the college library, but Helen worked in the admissions office.
4. Then Ali and Helen met and started to eat lunch together often.
5. Ali and Helen fell in love, and they got married three years ago.
6. Ali and Helen come from different cultures, but they are very close. *or*
   Ali and Helen come from different cultures, yet they are very close.

▼ Unit 4 Review (p. 139)

Reading Review

1. (2)
2. (2)

Sample answers:

3. They work hard to learn English and make a living.
   They may find this country strange and frightening.
4. Any two of the following: language; religion; education; clothing; food; music; background and reasons for coming to America.

Writing Skills

This handbook reviews the rules you learned in the Writing Skills Mini-Lessons in this book.

Capitalization Rules

Use a **capital letter** at the beginning of these words:

1. **The first word of a sentence and the word *I*.**
   My husband and I want a car. We are saving for a new one.
2. **Days of the week, holidays, and months.**
   Tuesday, Saturday, Thanksgiving, the Fourth of July, March, June

Tip Do not capitalize small words like *the, a, of,* or *and* unless they come at the beginning of a sentence.

3. **Names of places such as cities, states, countries, and continents.**
   Detroit, Michigan, Japan, Europe
4. **Names of organizations, institutions, companies, and brands.**
   American Cancer Society, University of Delaware,
   Ford Motor Company, Kleenex
5. **People's titles and names.**
   Mr. Martin Pagano, Ms. Carla Raymundo, Mrs. Vista, Ted Beck,
   Dr. Albert Choi, Professor Sykes, Senator Feinstein

Tip Capitalize people's titles only when they are used with the person's name. Do not capitalize them when they appear alone: I like **Professor Rashid.** She is an excellent **professor.**

Making Subjects and Verbs Agree

Every sentence has a **subject** (who or what the sentence is about) and a **verb** (what the subject does or is). In the present tense, verbs appear in different forms. The form of a verb changes depending on its subject. In other words, a verb must **agree** with its subject.

Follow these rules to make subjects and verbs agree in the present tense:

1. **Add the *s* or *es* ending to the verb when the subject is a *singular noun* or the pronouns *he, she,* or *it.***

    A **carpenter** builds cabinets. **He** builds cabinets.
    A **pilot** flies planes. **She** flies planes.

2. **Do *not* add an ending to the verb when the subject is a *plural noun* or the pronouns *I, you, we,* or *they.***

    Carpenters build cabinets. **I** build cabinets. **You** build cabinets.
    They build cabinets. **We** all build cabinets.

3. **The verb *to be* has several forms. See the chart below.**

• I am	• we are
• you are	• you are
• he is, she is, it is	• they are
• the car is, the pilot is	• the cars are, the pilots are

I am glad you got a new job.
Are you pleased, too?
It is a good job.

We are happy for you.
You are anxious to start your new job.
Good **jobs are** hard to find.

More on Making Subjects and Verbs Agree

Verbs must agree with their subjects. Pay particular attention to this rule when you write in the **present tense.** Watch out for these tricky situations.

1. **Compound subjects.** You can join two singular subjects with the word *and* to make a compound subject. A compound subject is plural, so don't add *s* to a present tense verb. For the verb *to be,* use *are*.

   $\overbrace{\textbf{Alonso}}^{\text{Singular Subject}}$ $\overbrace{\textbf{wants}}^{\text{Verb}}$ to join the Parent Teacher Association.

   $\overbrace{\textbf{Alonso and Leticia}}^{\text{Compound Subject}}$ $\overbrace{\textbf{want}}^{\text{Verb}}$ to join the PTA.

   $\overbrace{\textbf{My wife}}^{\text{Singular Subject}}$ $\overbrace{\textbf{is}}^{\text{Verb}}$ a member of the PTA.

   $\overbrace{\textbf{My wife and I}}^{\text{Compound Subject}}$ $\overbrace{\textbf{are}}^{\text{Verb}}$ members of the PTA.

2. **Interrupting words.** Sometimes a group of words comes between the subject and the verb. To choose the correct present tense verb form, look back to the subject and ignore the interrupting words.

   The $\overbrace{\textbf{teacher}}^{\text{Singular Subject}}$ of our twin daughters $\overbrace{\textbf{is}}^{\text{Verb}}$ new.

   $\overbrace{\textbf{Parents}}^{\text{Plural Subject}}$ who are active in the school $\overbrace{\textbf{help}}^{\text{Verb}}$ all the children.

   The $\overbrace{\textbf{Parent Teacher Association}}^{\text{Singular Subject}}$ at our school $\overbrace{\textbf{is}}^{\text{Verb}}$ very active.

   All the $\overbrace{\textbf{children}}^{\text{Plural Subject}}$ in the school $\overbrace{\textbf{benefit}}^{\text{Verb}}$ from the work of the PTA.

Combining Ideas

Combining related ideas helps to make your writing smoother and easier to understand. There are several ways to combine ideas.

1. A **simple sentence** contains one complete thought. But a simple sentence can combine related ideas in the form of a **compound subject,** a **compound verb,** or both.
   Simple sentences: Ali is married. Helen is married.
   Compound subject: **Ali and Helen** are married.

   Simple sentences: They live in the United States. They work in the United States.
   Compound verb: They **live and work** in the United States.

   Compound subject and verb: **Ali and Helen live and work** in the United States.

2. A **compound sentence** is made up of two simple sentences. The two sentences are joined by a **comma** plus a **connecting word** such as *and, but, or, yet,* or *so.*
   Simple sentences: Ali speaks Arabic. Helen speaks Greek.
   Compound sentence: Ali speaks Arabic, **and** Helen speaks Greek.

   Simple sentences: Ali doesn't speak Greek. He understands a few words.
   Compound sentence: Ali doesn't speak Greek, **but** he understands a few words.

   Simple sentences: Ali and Helen both speak English. They understand each other.
   Compound sentence: Ali and Helen both speak English, **so** they understand each other.

   Simple sentences: Ali and Helen both worked at the community college. They didn't know each other.
   Compound sentence: Ali and Helen both worked at the community college, **yet** they didn't know each other.

   Simple sentences: Helen can speak English. She can speak Greek if you wish.
   Compound sentence: Helen can speak English, **or** she can speak Greek if you wish.

The Writing Process

The Writing Process is a series of stages that can help you create a good piece of writing. These stages are shown below.

1. Prewrite, or plan your writing.

A. Think about your topic.

B. List ideas about your topic.

C. Organize your ideas.
- Decide which ideas you will use.
- Decide how you will order them.

2. Write a first draft.

A. Use your ideas from stage 1.

B. Write about your topic.
- Clearly state your main ideas.
- Give appropriate facts, examples, or reasons to support your main idea.

3. Revise your first draft.

A. Check that your draft

______ includes your important ideas

______ develops the topic with appropriate facts, examples, or reasons

______ is clear and easy to understand

B. Make changes to improve your writing.
- You can add, cross out, or move information.
- You can reword sentences.

4. Edit your work.

A. Check your draft for errors in

______ complete sentences

______ correct spelling

______ correct punctuation

______ correct capitalization

______ correct usage

B. Correct any mistakes you find. If you need help, use the Writing Skills Handbook on page 156 or ask your instructor.

5. Recopy your draft.

A. Write a final draft. Include all of your revising and editing changes.

B. Compare your first and final drafts. Note improvements.

C. Share your final draft with a classmate, a friend, or your instructor.

Voyager

Reading and Writing for Today's Adults

Voyager is a nine-level program that combines a contemporary theme-based approach with the best elements from traditional instruction. It teaches the essential reading, writing, listening, speaking, and critical thinking skills and strategies needed by adults to function on the job and in today's diverse, rapidly changing, and information-rich society.

Student Books

Nine student books, which take students from the beginning stages of reading through the ninth reading level, form the instructional core of the *Voyager* program. Within each book, units are divided into popular themes and themes into lessons. A reading lesson – authentic literature, informational article, adult student writing, or graphic material – is the heart of each lesson. The reading comprehension, writing, and oral communication activities and skill-building exercises all relate to the reading. Lessons in the early books also teach phonics and other word recognition strategies. Throughout, *Voyager* encourages students to be active learners – engaged in thinking about and applying what they are learning.

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Four teacher's resource guides help teachers make the most of *Voyager* and save valuable time. Each teacher's resource guide contains a general overview and orientation, including scope and sequence charts, lesson-by-lesson teacher's notes, extension activities for the student books, and photocopy masters for both instruction and assessment.

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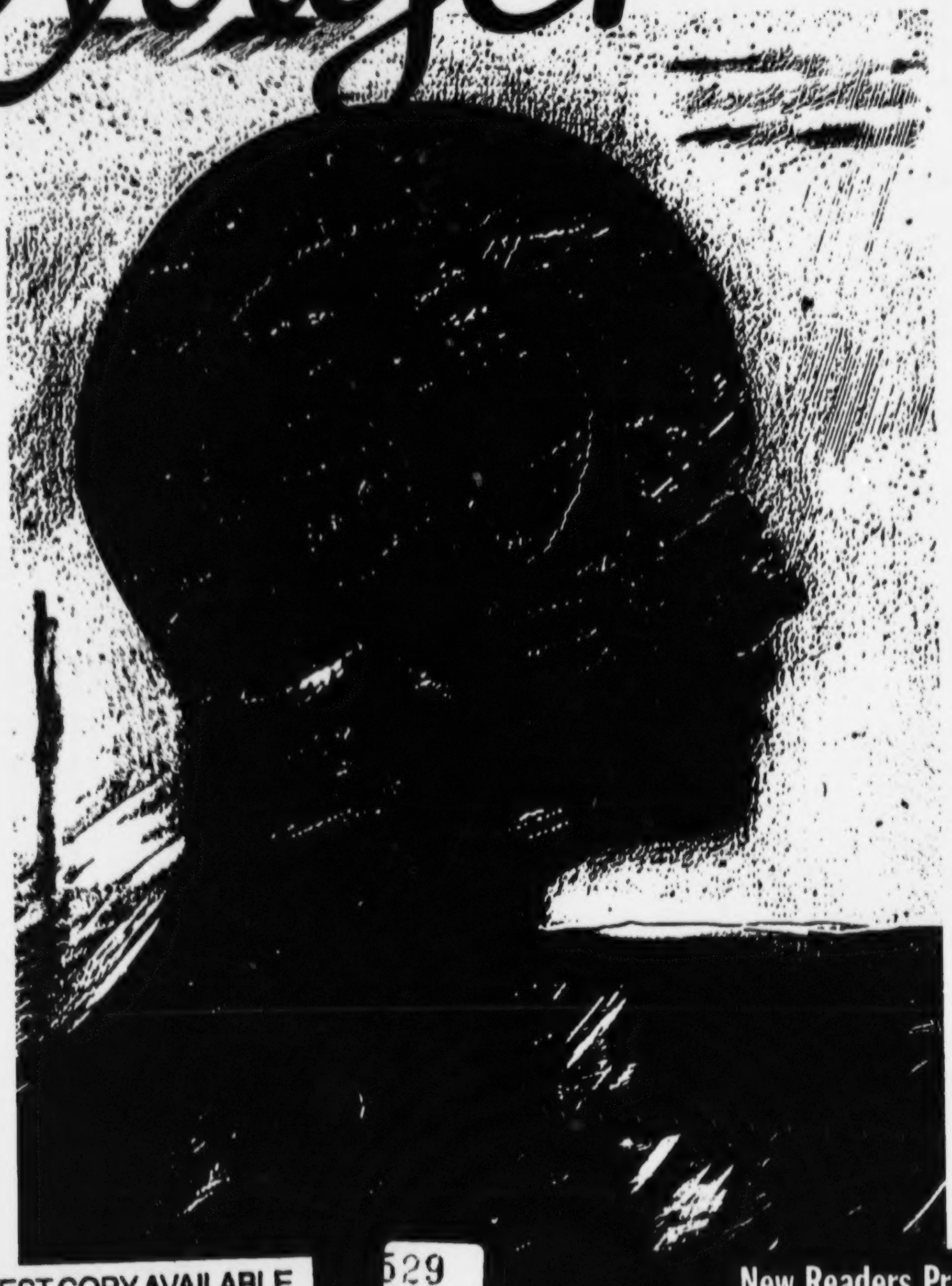

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Lesson 1

Think About It: Identify the Main Idea and Details

The **main idea** is the "point" of a reading selection. Sometimes a topic sentence states the main idea. **Details** are facts, examples, or reasons that support or explain the main idea.

A. Read the article. Look for the main idea and supporting details in each paragraph.

How to Save Money

Many people save money in order to buy expensive items, such as furniture or a large appliance. But fewer people save money for the long term, to use when they are retired or can no longer work. That is a problem. You need to have long-term savings that you do not spend while you are working.

The key to creating such savings is to save money on a regular basis. Many companies will automatically deduct money from an employee's paycheck and deposit it into a savings plan. The employee specifies the amount to be saved. Since employees receive paychecks on a regular basis, they are also saving on a regular basis. If your company does not do this, you can set up a savings plan on your own. Just deposit a set amount from every paycheck in your savings account before you spend any of the money.

No amount is too small to save. You will be surprised how much your money grows if you save even a little bit regularly. Think of how easily you spend $5 every week, buying a can of soda or a snack every day. If you deposit that $5 into savings instead, at the end of a year you will have saved $260. If you have a steady job, you can probably put more than $5 a week into savings. Saving slightly more—$7.50 per week—will add up to $390. That's almost $400 the first year.

Your savings should also grow on its own by earning interest. Interest is money paid to you by the institution where you place your money. For example, if you put money in a savings account at a bank, the bank will pay you a percentage of the amount for keeping your money there. Government savings bonds and various other securities earn interest or pay dividends, too. Remember, the earlier you start a long-term savings plan, the more your money will grow.

B. Answer the questions.

1. Underline the topic sentence of the first paragraph.
2. State the main idea in your own words by finishing this sentence.

   All people should ______________________________

   ____
3. Underline the topic sentence of the second paragraph.
4. Write one detail from the paragraph that supports or explains the main idea. ______________________________

   ____
5. Underline the topic sentence of the third paragraph.
6. State the main idea in your own words by finishing this sentence.

   The amount you save ______________________________

   ____
7. Underline the topic sentence of the fourth paragraph.
8. Write one detail from the paragraph that supports or explains the main idea. ______________________________

   ____

▶ Lesson 2

Think About It: Understand Categories

Grouping things that are similar is called **classifying.** The groups into which similar items are classified are called **categories.**

A. Read the article. Think about the categories the writer uses. Remember that all items in a category will have similar features.

Types of Investments

Real Estate People invest in all kinds of real estate. They buy vacant land to sell later at a profit. They buy apartment buildings, duplexes, and houses to collect rent. Commercial property, which is rented by businesses, brings the highest rent.

Stocks and Stock Mutual Funds Stocks are shares of a company that investors can buy. If the company makes money, a stockholder makes money. Stock mutual funds combine money from many investors to buy stocks from a variety of companies.

Objects Certain items become more valuable over time. People buy them at low prices and hope to sell them at higher prices later. Items that often increase in value are pieces of art, antiques, collectible dishes and china, rare stamps and coins, and almost anything else that is rare, old, and in good condition.

B. Classify each of the following activities into one of the investment categories from the article.

1. buying and restoring old furniture ______________________________

2. investing in a company ______________________________

3. buying rental property ______________________________

4. collecting baseball cards ______________________________

Lesson 3

Think About It: Recognize Problems and Solutions

Some articles identify and explain a problem and then offer one or more solutions. To understand those articles, you must be able to **recognize problems and solutions.**

A. Read the article. Look for the problems and solutions.

How to Shop at Sales

People shop at sales to save money, but not everyone saves money at a sale. When a company advertises a sale, many buyers assume that the prices of items are lower than normal. However, this is not always the case. Sometimes items are first marked higher than their normal price, then marked down from the higher price. Knowing whether the price is really reduced can be a problem.

One way to tell whether the price of an item is really reduced is to compare it with the same item at a different store. Carry a small notepad on which to write prices and any other information. Be sure the items are exactly the same. Check for the same brand name and model name or number. Different models of the same brand do not have the same qualities. For example, appliances can come in different sizes, fans have different speeds, and cameras have different features.

If the item you want to buy is a common one, look through the sale ads in the newspaper. Competing stores will often print sale prices of items to lure buyers to their store. Again, notice the brand name and any other information printed in the ad. If the information you need is not in the ad, you can call the store and ask for details. Most store clerks are willing to give callers this kind of information over the phone.

Some items have a "manufacturer's suggested price." Try to find out whether a store's sale price is really lower than this price. Some items have the manufacturer's suggested price printed on their packaging. Sometimes the sale sticker is placed over this price information on the package. In that case, peel back the sticker so you can see the original price. For larger items such as stoves and refrigerators, try calling the manufacturer. Ask for their suggested price or a price range. Most manufacturers have a toll-free number you can call.

The main thing to recognize is that a sale is not always the place to find a bargain. Use some or all of these suggestions to find out whether a "sale" price really is a bargain.

B. Answer the questions.

1. What problem can a buyer face at a sale? ______________________________

____

2. How can going to different stores help solve the problem?

____

____

3. How can you be sure you are comparing the same items?

____

____

4. How can reading the newspaper help solve the problem?

____

____

5. How can you find out information not printed in ads?

____

____

6. How can calling a manufacturer's toll-free number help solve the problem? ______________________________

____

Writing Skills Practice: **Capitalization Rules**

Use a **capital letter** at the beginning of these words:

1. The first word of a sentence and the word *I*.
2. Days of the week, holidays, and months.
3. Names of places such as cities, states, countries, and continents.
4. Names of organizations, institutions, companies, and brands.
5. People's titles and names.

This paragraph has no capital letters. Copy the paragraph, capitalizing words correctly.

last week i spent a lot of money. on monday i had to pay my rent. i sent a check for $635 to mr. george walker in los angeles, california, like i do every month. on tuesday i spent $32.54 on groceries. on wednesday i paid my bill at sears. on thursday i got a flu shot that cost $25. i get a flu shot from my doctor, dr. shah, every september. i'm glad it's only once a year. i hope it works. i can't even afford a box of kleenex now!

Reading and Writing Practice

A. Read the article. Answer the questions that follow.

Renting an Apartment: What Can You Afford?

Finding a place to live isn't easy. You are faced with a series of problems to solve. The main problem is usually cost. When you are looking for an apartment, you need to first figure out what you can afford to spend. Then you need to be aware of what each apartment you look at will cost.

How Much Will It Cost?

First, look at up-front expenses. These are expenses that occur only once, at the beginning. For renters, up-front expenses usually include a security deposit. This can equal one or two months' rent. The landlord returns this money to you at the end of your lease if you leave the apartment undamaged. If the monthly rent is $600, you will need between $1,200 and $1,800 to pay the first month's rent and the security deposit.

There are some other one-time expenses, such as installation costs and deposits that may be required by the telephone, cable, gas, or electric company. If you need to hire movers, include that cost as well.

Then there are the monthly costs. The biggest monthly cost is, of course, rent. Don't forget to add the cost of telephone service, as well as gas and electricity, unless they are included in the rent.

How Much Can You Afford to Spend?

Decide how much money you can afford to spend on rent every month. Generally, you should not spend more than 30 percent of your monthly take-home pay for rent, gas, and electricity. Thus, to afford a $600-a-month apartment, you should be taking home more than $2,000 a month. If you aren't, you could look for a roommate to share costs, or find a less expensive apartment.

Also consider how much money you have on hand for up-front costs. If you don't have enough to cover these expenses, you have several options. You could wait several months and save the money. You could ask the landlord to take a lower security deposit. You could borrow the money, but remember that if you borrow, you will have another monthly payment to make. Your best bet is to wait and save the money, or to find a less expensive apartment.

1. What is usually the main problem when looking for an apartment?

(1) finding one that is big enough
(2) finding one you can afford
(3) finding one in the right location
(4) finding a roommate

2. What should a person do when looking at an apartment?

(1) find a roommate
(2) look for smaller furniture
(3) find out how much it will cost
(4) hire a moving company

3. What is the main idea of the second paragraph?

(1) Renters must pay up-front expenses.
(2) Landlords return security deposits at the end of a lease.
(3) A security deposit can be one or two months' rent.
(4) You might need to pay $1,200 to $1,800 the first month.

4. How could you solve the problem of not having enough money to pay the monthly rent?

(1) don't pay the rent
(2) don't pay the gas and electricity
(3) buy a house instead of renting
(4) get a roommate

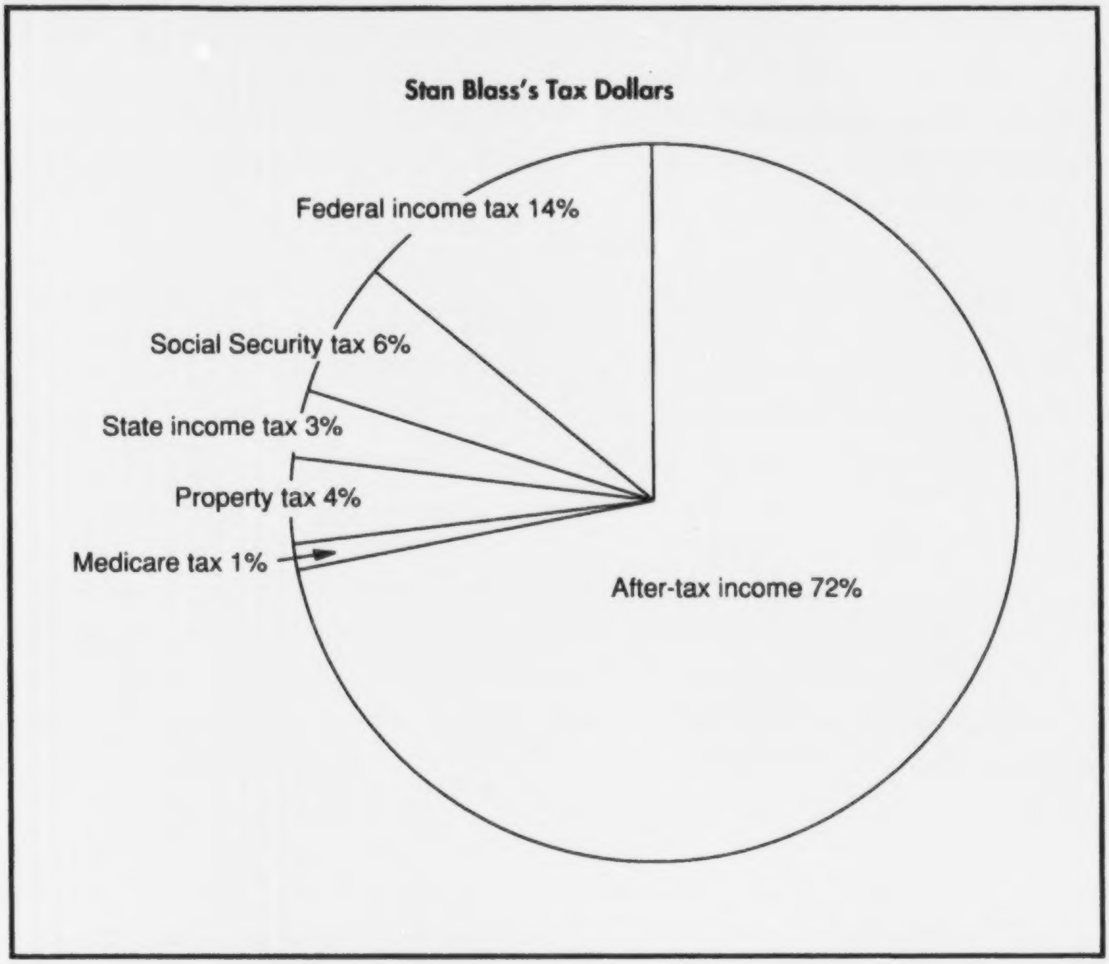
5. Which of these could be classified as a regular monthly cost?

(1) furniture
(2) security deposit
(3) rent
(4) phone installation

6. Which of these could be classified as an up-front expense?

(1) movers
(2) electricity
(3) gas
(4) telephone service

B. Life Skill Practice Stan Blass figured out what part of each dollar he earns goes to the government to pay taxes. The percentages are shown on the circle graph. Read the graph. Answer the questions that follow.



1. What percent of Mr. Blass's income goes to pay Social Security tax? ____________

2. What tax takes the most of his income? ______________________________

3. Which tax takes more of his income—property tax or Medicare tax? ____________

____

4. What percent of Mr. Blass's income does he keep after paying his taxes? __________

____

5. What percent of Mr. Blass's income goes to pay taxes? ____________________

C. **Writing Skills Practice** These paragraphs have no capital letters. Copy the paragraphs, capitalizing words correctly.

1. last august, i decided to put my paychecks into a checking account at the lincoln national bank. by the end of september, i had written 15 checks. i wrote checks at the drugstore and the grocery store, to edison electric company and bell telephone company. by the time i paid dr. sanchez, my dentist, the money was almost gone. a checking account may not help you spend less, but it can help you keep track of where your money is going!

2. weddings can be expensive. last christmas, my niece susan was married. she wanted an outdoor wedding, but san francisco is too cold in december. her parents rented a reception room at the carlton hotel for $1,200 instead. she ordered so many exotic flowers that it felt like south america. the hotel charged $35 for each guest's dinner. the band she hired, the life timers, cost $750. it will take maude and henry, my sister and brother-in-law, a year to pay all the bills! they should have told susan to elope!

Lesson 4

Think About It: Make Inferences

To **make inferences,** use clues to figure out things that aren't actually stated in words. Use your knowledge and experience to fill in the missing pieces, making sense of what you see and hear.

A. Read the story. Look for clues that will help you make inferences.

Noah Takes the Cake

"Carry this tray!" "Peel those potatoes!" "Noah, could you cut up the carrots for me? Shape them like stars, please." Noah had heard "requests" like these all his life. His mother and aunt were constantly busy filling orders for food. They were constantly giving him orders as well.

Noah couldn't wait to graduate and be out on his own. And he couldn't wait to leave his mother's business behind.

Most of Noah's friends were already making plans for jobs. Some of his friends were in job-training programs. Two had finished school and started working. Noah realized that it was time to look around and find out what he wanted to do. He had only a few months left before graduation.

First, Noah applied for a job at a company with a sign on its door that said "Help Wanted, Apply Within." "We could sure use a guy like you," said the manager. "You look like you've played football. We need a pair of strong arms on the loading dock." Noah decided to use his strong arms for something else.

Next, Noah answered an ad that said, "Entry level openings. Recent grads welcome. Big money!" When he went to apply, he saw dozens of people on telephones. Most of the phone calls were short. Noah got the feeling a lot of people on the other end of the lines were hanging up in a hurry. This was not the job for him, either.

Over the next month, Noah did some serious thinking about what he wanted to do. He thought about some of the things he enjoyed and was good at doing. He enjoyed working with his hands. He was well-organized. He was young and strong and didn't mind being on his feet all day. And he was creative in the kitchen. As if a light bulb had gone on, Noah had an inspiration. He knew what he wanted to do.

Noah did some research. Then he applied for a job at a business that was likely to hire a young worker. After hearing about Noah's background, the manager said he would give him a chance. In fact, if Noah showed promise during a six-month trial period, the manager would enroll him in an advanced training program.

Noah was excited. When he told his mother and aunt his plans, they were surprised. "I thought you hated doing all that chopping and dicing and stirring for us!" his mother exclaimed.

"But now I'll be doing it on my own," replied Noah. "That's a big difference!"

B. Answer the questions.

1. What do Noah's mother and aunt do for a living?

   ____

2. What year in school was Noah? ______________________________

3. Why did Noah refuse the first job offer?

   ____

4. What kind of job was advertised at the second business Noah visited? ____________

   ____

5. What job did Noah finally take? ______________________________

▶ Lesson 5

Think About It: Follow Steps in a Process

When you follow directions, you are usually **following steps in a process.** Sometimes the steps are numbered or contain clue words such as *first, next, while,* and *last* that tell you when to do each step.

A. Read the passage. Think about following the steps in order.

How to Flip Burgers

"Another day, another new fry cook," moaned Sandra. It seemed as if she had trained a new cook every day for a week. So far, none had cooked the hamburgers to her requirements—or to the customers' satisfaction.

"There's more to 'flipping burgers' than you might think," Sandra said to her new employee. "First, you have to scrape the griddle to clean off the bits of meat from the last burger. Next, put a fresh, raw hamburger patty on the hot griddle. Then let it cook on one side for a full three minutes. Finally, turn over the patty and let it cook on the other side for two more minutes. The times for the last two steps are important because you have to be sure the burger is cooked all the way through its center. Think you can handle that?"

"Yep," came the brief response. To Sandra's surprise, the new fry cook did it right the first time.

B. Fill in the steps for cooking hamburgers on the lines. Number the steps 1, 2, 3, and 4.

How to Cook Hamburgers

____

____

____

____

Lesson 6

Think About It: Identify Facts and Opinions

It is important to recognize the difference between facts and opinions. A **fact** is a statement that can be shown to be actual or real. An **opinion** is someone's belief, guess, or prediction.

A. Read the letter. Look for opinions that sound like facts.

Dear Senator Stanton:

I am writing to encourage you to vote yes on the upcoming job-training bill. The bill provides for federal funds to pay 50% of the cost of job-training programs that qualify. Job-training programs are very important for the future of our workforce. I hope you will vote in favor of this bill.

This bill deserves your support for several reasons. Job-training programs provide the best way to learn new skills. Qualifying programs will be developed by employers to train workers for the local job market. Therefore, the training that participants receive is very likely to lead to employment.

Young people just starting out do not have the necessary skills for the jobs they want. In the company I work for, three out of four employees have not had any work experience. Although they learn on the job, they would be better prepared by a job-training course.

Many people cannot afford to pay for special training themselves. The cost of private training programs is far too high. Training that once cost around $600 now costs $1,200 or more. I think that $1,200 is too much money for a person to pay who is just starting out. That cost should be lowered by at least 50%. The new job-training bill could do that.

For the reasons I have given, I hope that you will vote for this important new bill. I know that the bill will improve the quality of work across the country. It will also improve workers' lives.

Sincerely,

Marjorie M. Taylor

Marjorie M. Taylor

B. Read the statements and identify the facts and opinions. Write **F** for **Fact** or **O** for **Opinion** on the line before each statement.

_____ **1.** The bill provides for federal funds to pay for 50% of the cost of qualifying job-training programs.

_____ **2.** Job-training programs are very important for the future of our workforce.

_____ **3.** Job-training programs provide the best way to learn new skills.

_____ **4.** Qualifying programs are developed by employers to train workers for the local job market.

_____ **5.** The training that participants receive will very likely lead to employment.

_____ **6.** In the company I work for, three out of four new employees have not had any work experience.

_____ **7.** The cost of private training programs is far too high.

_____ **8.** Training that once cost around $600 now costs $1,200 or more.

_____ **9.** That cost should be lowered by at least 50%.

_____ **10.** I know that the bill will improve the quality of work across the country.

C. Choose the best answer.

11. Which statement is a fact?
(1) I hope you will vote in favor of this bill.
(2) New employees would be better prepared by a job-training course.
(3) It will improve workers' lives.
(4) Many people cannot afford to pay for special training.

12. Which statement is an opinion?
(1) I am writing to encourage you to vote yes.
(2) I think that $1,200 is too much money for a person to pay who is just starting out.
(3) People just starting out do not have the necessary skills for the jobs they want.
(4) New employees learn on the job.

▶ Writing Skills Practice: **Making Subjects and Verbs Agree**

Every sentence has a **subject** (who or what the sentence is about) and a **verb** (what the subject does or is). A verb must **agree** with its subject. Follow these rules to make subjects and present tense verbs agree.

1. Add s or es to the end of a verb when the subject is a singular noun or the pronoun *he, she,* or *it.*
2. Do not add an ending to the verb when the subject is a plural noun or the pronoun *I, you, we,* or *they.*
3. Use the correct form of the verb *to be.*

Write a complete sentence for each subject. Make each sentence tell what you or people you know do on the job. Be sure you use the correct verb form.

1. I ______________________________

____

2. My friend ______________________________

____

3. He ______________________________

____

4. Some workers ______________________________

____

5. They ______________________________

____

6. Sarah ______________________________

____

▶ Reading and Writing Practice

A. Read the article. Answer the questions that follow.

Telecommunications in the Office

These days, businesses rely on fast communication. As in the past, office workers need good communication skills. They also need to know how to use the communication devices found in many offices.

The most common communications device—and the easiest to use—is the telephone. For more than 100 years, workers have used telephones to call customers, take orders, place orders, answer questions, get information, and handle complaints. For spoken communication, the telephone can't be beat.

But what if you need to send written material faster than the postal service or overnight delivery services can? That's when a fax machine comes in handy. A fax machine sends printed material over telephone lines to other fax machines.

In most offices, directions for using the fax machine will be printed on the machine or posted nearby. The basic procedure is to put a document in the machine, usually facedown. Next, dial the fax number of the person receiving the copies. If the fax machine connects successfully, press the start button, and your papers will be fed into the machine one by one. After the information has been transmitted, collect your papers and check to make sure the transmission was complete. Most machines print a transmission report for this purpose. Once you've used a fax machine, you will wonder how you ever got along without one.

The fax is not the only way to send written material quickly. More and more offices are using e-mail—which is short for *electronic mail.* To send material by e-mail, you need certain equipment. This may include a computer, a modem (which connects your computer to telephone lines), and an on-line service. You can send data from your computer to another computer set up with e-mail. The person on the other end can print the information or read it on the computer screen. E-mail is a communications wonder!

1. Which statement from the article is an opinion?
  (1) The telephone is the most common office communications device.
  (2) The telephone is the easiest office communications device to use.
  (3) Workers use telephones to call customers, take orders, place orders, answer questions, get information, and handle complaints.
  (4) You can use e-mail to send data from your computer.

2. Which statement from the article is a fact?
  (1) For verbal communication, the telephone can't be beat.
  (2) A fax machine sends printed material over telephone lines.
  (3) Once you've used a fax machine, you will wonder how you ever got along without one.
  (4) E-mail is a communications wonder.

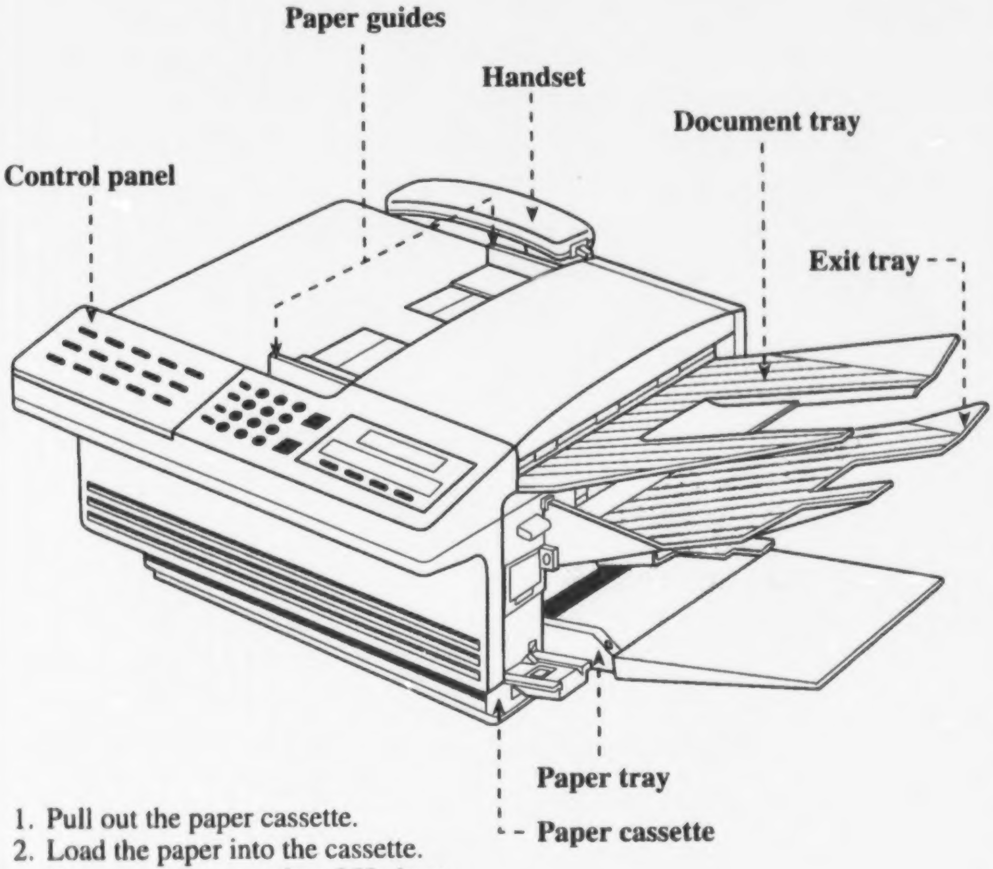
3. What is the first step in using a fax machine?
  (1) Press the start button.
  (2) Dial a fax number.
  (3) Place original documents in the machine.
  (4) Check the transmission report.

4. What is the third step in sending a fax?
  (1) Press the start button.
  (2) Dial a fax number.
  (3) Place original documents in the machine.
  (4) Check the transmission report.

5. To send information by e-mail, you can infer that it must first be
  (1) entered into a computer
  (2) written on paper
  (3) spoken into a telephone
  (4) placed in a fax machine

6. Which of the following office workers would most likely need to know how to use office machinery?
  (1) manager
  (2) messenger
  (3) secretary
  (4) vice president

B. Life Skill Practice Study the diagram showing how to load paper into a fax machine. Answer the questions that follow.


Paper guides
Handset
Document tray
Control panel
Exit tray
Paper tray
Paper cassette

1. Pull out the paper cassette.
2. Load the paper into the cassette. Do not put in more than 250 sheets.
3. Press the paper down at the corners.
4. Put the cassette back into the fax machine.

1. What is directly above the paper cassette? ____________________

2. What is the first step in loading paper? ____________________

3. How much paper can you load at one time? ____________________

4. What is the third step in loading paper? ____________________

5. What do you do last? ____________________

C. Writing Skills Practice Underline the subject of each sentence. Choose the correct verb form and copy it on the line.

1. I ___________ a good job working at a garage.
(has, have)

2. We ___________ tires of all kinds and sizes.
(sells, sell)

3. ___________ you ever seen a tractor tire?
(Has, Have)

4. Tractor tires ___________ almost as high as I am.
(is, are)

5. My job ___________ to fix these huge tires.
(is, are)

6. One other worker ___________ auto parts.
(stocks, stock)

7. Other workers ___________ gas.
(pumps, pump)

8. We all ___________ together very well.
(works, work)

9. My friend Jaime ___________ steel sheets in a factory.
(makes, make)

10. His job ___________ very important to him.
(is, are)

11. He ___________ to work on time every day.
(comes, come)

12. He never ___________ a day of work without a good reason.
(misses, miss)

13. His co-workers ___________ Jaime's reliability.
(likes, like)

14. Reliability on the job ___________ very important.
(is, are)

Lesson 7

Think About It: Summarize Information

When you **summarize information,** you briefly retell the information in your own words. A summary includes the main idea or topic and the most important details.

A. Read the biography. Think about how to summarize the information.

Elizabeth Cady Stanton

In 1848, Elizabeth Cady Stanton helped organize the first Women's Rights Convention in the United States. That was 72 years before women were granted the right to vote. The struggle for women's rights was getting under way.

Early Years

Elizabeth Cady was born in Johnstown, New York, in 1815. She graduated from Emma Willard Seminary in Troy, New York, and then studied law in her father's law office. During that time, she became active in the movement to abolish slavery. In 1840 she married Henry Stanton, a leader in the antislavery movement.

Later in 1840, the Stantons attended the World Anti-Slavery Convention in London. The leaders of the convention refused to seat any women delegates. Lucretia Mott was among the women who were denied seats. Mott was an American Quaker minister and longtime antislavery leader. Mott and Stanton were angry at being excluded. They pledged to work for women's rights when they returned to the U.S.

Public Life

In 1848, Stanton and Mott led a women's rights convention at Seneca Falls, New York. The convention adopted a Declaration of Sentiments, which Stanton wrote. It called for improvement in the status of women and for woman suffrage—the right of women to vote.

For the next 20 years, Stanton worked tirelessly for women's rights. Then in 1870, the 15th Amendment to the Constitution was passed, ensuring voting rights to men who had been slaves. Before this, they could not vote. With the passage of the 15th Amendment, women were the only U.S. citizens over age 21 who could not vote. This angered many women and propelled them to take action.

The Continuing Struggle

In 1869, Stanton and Susan B. Anthony, another leader of the women's rights movement, had formed the National Woman Suffrage Association. Stanton served as its president for 21 years. For more than 40 years, the organization sought to get a woman suffrage amendment passed. Stanton died in 1902, but the work for woman suffrage continued. In 1919, the 19th Amendment, which gave women the right to vote, was approved by Congress. Next, 36 states had to approve it. One by one, the states approved, and in 1920, the 19th Amendment became law. The right that Stanton had worked so hard for had finally been achieved.

B. List the details you would use for a summary of the biography.

1. List three important details from the section "Early Years."

2. List three important details from the section "Public Life."

3. List three important details from the section "The Continuing Struggle."

Lesson 8

Think About It: Categorize Information

Similar ideas and information are often grouped together under general headings called **categories.** This makes them easier to understand and remember.

A. Read the article. Look for categories.

The Major Fields of Social Work [redacted]

The purpose of social work is to improve life for people in need. Social work programs and services include five major fields.

Social workers in the health field help patients and their families deal with the stresses and costs of illness. They may counsel dying patients or help discharged patients return to normal life. Mental health social workers aid people who are under mental and emotional stress. Some mental health workers are also trained psychotherapists. In the area of family and child welfare, social workers work with families in trouble. They provide marriage and divorce counseling, and they teach parenting skills. They provide foster care and adoption services, as well as help for neglected and abused children. School social workers offer vocational and personal counseling. They may assist students who have learning difficulties. They also work with students who are emotionally disturbed or physically challenged. In the field of corrections, social workers counsel people who are in prison, on probation, or on parole. Their primary concerns are crime prevention and prisoner rehabilitation.

B. Write the five categories of social work on the lines.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

▶ Lesson 9

Think About It: Identify Facts and Opinions

A **fact** is a statement that can be shown to be real or actual. It can be seen, heard, or felt; looked up in a reliable source; or supported scientifically. An **opinion** states a person's belief or suggests what might or should happen.

A. Read the letters to the editor. Look for facts and opinions.

LETTERS TO THE EDITOR

Dear Editor:

I am writing in response to your June 18 editorial about the drug program offered by the city's social services department. Your editorial stated that more than 70 percent of people served by the program do not stay off drugs permanently. The editorial concluded that taxpayers' money should not be wasted on it. Your conclusion was too hasty. You should not expect 100 percent success or immediate results. The program does work. I know. I am one of the people who has been helped by it.

One year ago, I took drugs every day. I had no job and lived on welfare. I stole to support my drug habit. Then I entered the program. I felt that the people there cared. With their support, I stopped taking drugs. Now, a year later, I am still drug-free. I have a job. I pay my own rent. I do not collect welfare.

I could not have done this without the help of the drug program. Other addicts deserve help, too. I think you should support the program, not try to destroy it. Even if it doesn't have 100 percent success, it is worth the cost.

Tina Jones

Dear Editor:

Your recent editorial about the problems with the social services department's drug program was very good. The people in the program do not deserve this free treatment. They are likely to go back to taking drugs anyway. As your editorial states, the program fails more than 70 percent of the time. I know this from personal experience. My sister entered the program. She stayed off drugs for a few months. But when she stopped going to the meetings, she went back to drugs. The program didn't work for her. The government is wasting our money by backing such programs.

James Wilton

B. Write **F** for **Fact** or **O** for **Opinion** on the line before each statement.

_____ **1.** Your conclusion was too hasty.

_____ **2.** You should not expect 100 percent success.

_____ **3.** One year ago, I took drugs every day.

_____ **4.** I stole to support my drug habit.

_____ **5.** I stopped taking drugs.

_____ **6.** I could not have done this without the help of the drug program.

_____ **7.** Other addicts deserve help, too.

_____ **8.** It is worth the cost.

_____ **9.** The people in the program do not deserve this free treatment.

_____ **10.** As your editorial states, the program fails more than 70 percent of the time.

_____ **11.** When she stopped going to the meetings, she went back to drugs.

_____ **12.** The program didn't work for her.

C. Choose the best answer.

13. Which statement is an opinion?
(1) I had no job and lived on welfare.
(2) Taxpayers' money should not be wasted on it.
(3) The program does work.
(4) A year later I am still drug-free.

14. Which statement is a fact?
(1) I am one of the people helped by the program.
(2) Your recent editorial about the problems with the drug program was very good.
(3) They are likely to go back to taking drugs.
(4) The government is wasting our money by backing such programs.

Writing Skills Practice:

More on Making Subjects and Verbs Agree

Verbs must agree with their subjects. Watch out for these tricky situations.

1. **Compound subjects.** When you join two singular subjects with the word *and* to make a compound subject, don't add *s* to a present tense verb. For the verb *to be,* use *are.*
2. **Interrupting words.** Sometimes a group of words comes between the subject and the verb. To choose the correct present tense verb, look at the subject and ignore the interrupting words.

Underline the subject of each sentence. Choose the correct verb form and copy it on the line.

1. Every day, my son and daughter ___________ to school together.
(walks, walk)

2. The streets of our neighborhood ___________ busy with traffic.
(is, are)

3. My children and their friends ___________ these busy streets to get to school.
(crosses, cross)

4. Some days one of the regular crossing guards ___________ sick.
(is, are)

5. Then members of our neighborhood watch group ___________ action.
(takes, take)

6. The mother of two neighborhood children ___________ other parents.
(calls, call)

7. The first available parent on the list ___________ to the corner to help the children cross.
(goes, go)

8. My husband and I ___________ members of the watch group.
(am, are)

9. The parents of the boy next door ___________ also willing to help.
(is, are)

10. The principal and vice principal ___________ very thankful for our help.
(is, are)

Reading and Writing Practice

A. Read the article and double bar graph. Answer the questions that follow.

VISTA

Most people need help at one time or another. People living in poverty often need more help than others, and VISTA, Volunteers in Service to America, provides that help wherever it can.

Purpose The letter *S* in VISTA stands for *service,* and that is what VISTA aims to provide. To accomplish this goal, VISTA workers help people in poor communities learn how to take care of themselves. They teach people in the communities skills that they can use to improve their lives.

Member Requirements VISTA members are volunteers. They must be at least 18 years old and be U.S. citizens or permanent residents. VISTA workers are expected to live in the communities in which they are volunteering.

Member Benefits VISTA volunteers are not paid, but they are provided with health insurance and enough money to live on while they are working in VISTA. And they are given one payment, a stipend, after their volunteer service is completed.

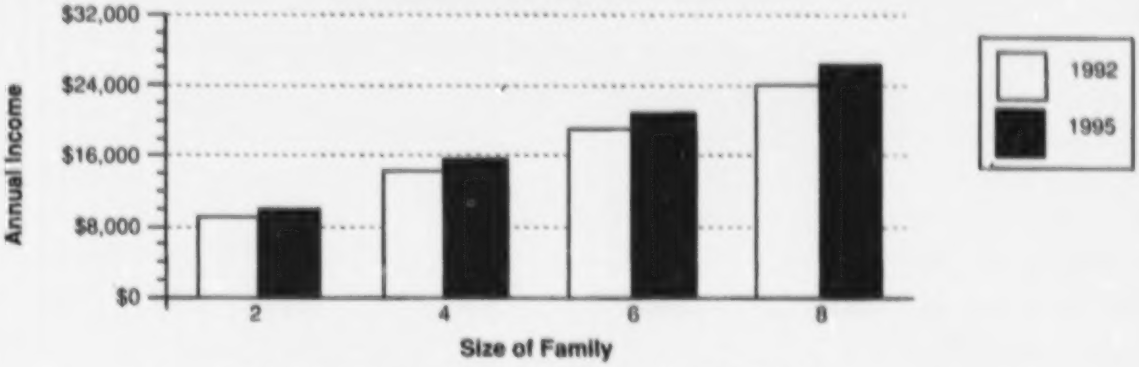
Services VISTA workers share their knowledge and skills. They work in areas such as drug education, literacy, and neighborhood improvement. They might counsel runaway youth, help low-income seniors, or foster locally owned businesses. VISTA is a fine example of Americans helping other Americans.

* * *

What Is Poverty in America?

Each year, the U.S. government sets minimum income levels for families. These figures, called "the poverty level," are based on the cost of living. Below those levels, families are considered poor. The double bar graph shows how the poverty level for different-sized families changed between 1992 and 1995.

Changes in Poverty Level 1992–1995



Source: *The World Almanac and Book of Facts*, 1996 and 1997

1. Under which heading would you look to see if you qualify to join VISTA?
   (1) Purpose
   (2) Member Requirements
   (3) Member Benefits
   (4) Services

2. Under which heading would you look if you wanted to find out whether VISTA workers are paid?
   (1) Purpose
   (2) Member Requirements
   (3) Member Benefits
   (4) Services

3. Which statement below is an opinion?
   (1) The letter *S* in VISTA stands for *service*.
   (2) VISTA is a fine example of Americans helping other Americans.
   (3) VISTA members must be at least 18 years old.
   (4) VISTA workers are given a stipend at the end of their service.

4. According to the graph, how much money did a family of four, living at the poverty level, earn in 1995?
   (1) about $10,000
   (2) about $16,000
   (3) about $20,800
   (4) about $26,000

5. According to the graph, what happened to the annual income considered to be at poverty level between 1992 to 1995?
   (1) It stayed the same for all families.
   (2) It rose greatly for every size of family.
   (3) It rose for some sizes of families but not for others.
   (4) It went up slightly for every size of family.

B. Life Skills Practice Read the announcement. Answer the questions that follow.

Be a Student Tutor

Do you have a "best" subject?
Can you tutor a fellow student who needs help?

Who: Any student of Kendall Community College
What: Tutor a fellow student
Where: In your own home
How: By telephone
When: You tell us!

We need volunteers to take calls from fellow students who need help in the subjects listed below. Volunteers need to be available at regular times each week. There will be a brief training session in about two weeks. Sign up by calling 555-1100. State your phone number, the times you are available to tutor, and the subject in which you can help.

Subjects

Biology
Chemistry
English
Geography
History
Math
Foreign Language (please specify)
Psychology
Sociology
Writing

1. Who can be a tutor?

____

2. Where do tutors work?

____

3. When do tutors work?

____

4. What kinds of questions will a tutor be asked?

____

C. Writing Skills Practice Underline the subject of each sentence. Choose the correct verb form and copy it on the line.

1. Willie Benson, one of my best friends, ___________ a difference in our community. (makes, make)

2. Willie and his sister Barbara ___________ in the grade-school cafeteria. (works, work)

3. Willie's team ___________ the eating area of the cafeteria. (supervises, supervise)

4. Barbara and her co-workers ___________ the food. (prepares, prepare)

5. The manager of the cafeteria workers ___________ them both. (likes, like)

6. The members of the faculty ___________ fond of them too. (is, are)

7. Most important, Willie's smile and patience ___________ wonders with the kids. (works, work)

8. The children in every grade always ___________ well for Willie. (behaves, behave)

9. Children in the cafeteria ___________ misbehave when Willie is there. (doesn't, don't)

10. Barbara's warm ways ___________ also made a hit with the kids. (has, have)

11. The kindness of Willie and Barbara ___________ the school cafeteria a pleasant place to eat. (makes, make)

12. This brother and sister ___________ good examples of people who make a difference. (is, are)

13. The real winners in this situation ___________ the schoolchildren. (is, are)

Lesson 10

Think About It: Compare and Contrast

To **compare,** we see how things are alike or similar. To **contrast,** we notice how they are different.

A. Read the article. Look for things to compare and contrast.

Mexico—Land of Contrasts [redacted]

Mexico is a land of contrasts. Geography and climate vary throughout the country. There are contrasts among the people—their cultural heritage, where they live, what they eat, and how they dress.

The land of Mexico is extremely varied. One encounters mountain ranges, plateaus, and valleys. Mexico has deserts that seldom see rain, as well as tropical rain forests.

Mexico is home to two main groups of people—Indians and *mestizos.* Mestizos are people who have both Indian and Spanish ancestry. The majority of Mexicans are mestizos who speak Spanish. Mexican Indians speak one of six major Indian languages, in addition to Spanish.

Nearly three-fourths of Mexicans, mostly mestizos, live in cities and towns. The newer sections of the cities look much like cities in the U.S. They are filled with tall office buildings and modern apartment buildings. But the older parts of cities and towns have Spanish-style houses made of stone or *adobe* brick. Most Indians live on farms or in rural villages, much as people have for hundreds of years. They are generally poor.

The Indians of Mexico started growing corn thousands of years ago. Corn is still the basic food for most Mexicans. It is ground into meal and made into *tortillas,* a thin, flat bread. Tortillas can be rolled or folded, and stuffed with chopped meat, chicken, or cheese. They are often topped with a hot sauce. Most Mexicans like their food hot and spicy. Beans and rice—usually boiled and then fried—are also a major part of the Mexican diet. People in rural areas don't often have meat. They may eat beans, rice, and tortillas every day, along with fruits and vegetables.

Mestizos who live in the cities and large towns wear modern, factory-made clothing like that worn in the U.S. Indians who live in villages wear traditional handwoven clothing that varies by region. The art of weaving and the designs have been passed down from generation to generation.

These contrasts create a pleasant blend of the old and the new in Mexico.

B. Answer the questions.

1. Contrast the geography of Mexico. Write two features that are opposite from each other.

   ____

2. Compare and contrast Mexico's two main groups of people. Write one way in which they are alike.

   ____

   Write one way they are different.

   ____

3. Compare the cities and towns of Mexico with those of the U.S. How are they alike?

   ____

4. Contrast the diets of rural and urban Mexicans. Write one way they are different.

   ____

5. Contrast the clothing of the two main groups. Write one way they are different.

   ____

Lesson 11

Think About It: Make Inferences

When you **make inferences,** you use clues to figure out something that isn't actually stated or explained.

A. Read the story. Look for things that can be inferred.

First Day

It was Bina's first day in the United States. Her uncle's family had met her family at the airport. On the way to her uncle's house, Bina stared out the car windows. By the time they reached the house, Bina was feeling sad. *My cousins have a hard life,* she thought. *I didn't see one food stall on the street. Where do they buy fresh food? They must have to go miles away!*

But her uncle's house was comfortable, and her aunt made a delicious dinner. After dinner, one of her cousins gave her a sweet treat. She popped one into her mouth as he did. Bina watched him carefully. He chewed . . . and chewed . . . and chewed. So did Bina. Finally she asked, "When do we swallow this thing?" Her cousin laughed and said, "You don't!"

When Bina's first day was finally over, she went to bed a little confused, but happy that her journey had ended.

B. Answer the questions.

1. How did Bina and her family travel to the United States?

2. How did they travel to her cousins' house?

3. Where were fresh foods sold in Bina's homeland?

4. What was the sweet treat that Bina's cousin gave her after dinner?

Lesson 12

Think About It: Identify the Main Idea and Details

The **main idea** is what a reading passage is about, in general. **Details** provide specific facts, examples, or reasons that support or explain the main idea. Sometimes the main idea of an article or a paragraph is stated in a **topic sentence.** When there is no topic sentence, you must infer the main idea.

A. Read the selection. Look for main ideas and details.

The Chinese Language

Chinese is one of the world's most ancient languages. The Chinese people have had a written language for thousands of years. Inscriptions carved on shells and bones more than 3,000 years ago have been found. The poetry collection the *Book of Songs* contains poems that were composed as early as 1000 B.C. Because early writings were preserved, China has one of the world's greatest bodies of literature.

Through the centuries, writing has held an important place in China's culture. Government officials were often chosen for their ability to write graceful prose and poetry. Century after century, poets and scholars have added their work to the body of Chinese literature.

Written Chinese does not have an alphabet. The earliest writings used *pictographs,* which are characters that look like the objects they stand for. Present-day Chinese uses about 50,000 characters instead of an alphabet. Each character stands for a word or a word part. People don't need to know all 50,000 characters in order to read most modern writing. If they learn the 4,000 most commonly used characters, they can read most modern books and newspapers.

About 95 percent of the people in China speak Chinese. But because China is so large, people who live in different parts of the country speak different dialects. Because the dialects use different pronunciations, people who speak different dialects cannot understand each other. The written language is the same for all dialects, however, so anyone who can read and write Chinese can communicate through writing. From ancient times to the present, having a system of writing has benefited the Chinese people.

B. Answer the questions.

1. What is the main idea of the whole passage?
(1) China has one of the world's greatest bodies of literature.
(2) Written Chinese does not have an alphabet.
(3) About 95 percent of the people in China speak Chinese.
(4) From ancient times to the present, having a system of writing has benefited the Chinese people.

2. Write the main idea of the first paragraph.

____

3. Write two details from the first paragraph.

____

____

4. Write the main idea of the second paragraph.

____

5. Write two details from the third paragraph.

____

____

6. Write the main idea of the fourth paragraph.

____

7. Write two details from the fourth paragraph.

____

____

Writing Skills Practice: **Combining Ideas**

Combining related ideas can help make your writing smoother and easier to understand. There are several ways to combine ideas.

1. A **simple sentence** contains one complete thought. But a simple sentence can combine related ideas in the form of a **compound subject,** a **compound verb,** or both.
    - **Myths and legends have** some similarities but **are** different in many ways.
2. A **compound sentence** is made up of two simple sentences. The two sentences are joined by a **comma** plus a **connecting word** like *and, but, or, yet,* or *so.*
    - Myths generally deal with religious subjects**, but** legends often deal with the deeds of heroes.

For each item, write one sentence that combines the ideas in both sentences.

1. People have always wondered about the world around them. They have created myths to explain it.

2. The ancient Greeks had myths about gods. The ancient Romans had myths about gods, too.

3. The Greeks called the king of the gods Zeus. The Romans called him Jupiter.

4. Today people don't believe these ancient myths. They enjoy reading them.

Reading and Writing Practice

A. Read the selection and the chart. Answer the questions that follow.

America's Cities: Home to Immigrants

For years, immigrants have flocked to large cities in the United States. People from at least 60 other nations live in New York City. Some cultural groups have developed communities in specific sections. Many Chinese immigrants live in a section called Chinatown, where street signs are written in Chinese and many buildings are designed like buildings in China. Harlem, another area, is home to many Latin American immigrants. Both Chinatown and Harlem are well-defined geographic sections of New York City.

Los Angeles, the second largest city after New York, attracts immigrants as well. About two-fifths of the people are Hispanic, mainly from Mexico. More Mexican Americans live in Los Angeles than in any other U.S. city. Most of them live in neighborhoods called *barrios* throughout the city. Asian immigrants who live in cultural communities in Los Angeles include people from the Philippines, China, and Japan.

In Chicago, the third largest city in the United States, Polish people make up the largest single immigrant group. Other major groups include immigrants from the former Soviet Union, Italy, Sweden, and Ireland. Most of Chicago's immigrants originally lived together in cultural neighborhoods. Over the years, the neighborhoods have become mixed, like the rest of the city. But Chicago still has a well-defined, though small, Chinatown section.

Smaller cities also have well-defined neighborhoods where immigrants have formed cultural communities. For instance, San Francisco has a world-famous Chinatown. It also has a Latin Quarter, as well as a Spanish district and a Mexican district. There are Japanese and Greek settlements in San Francisco, too.

The following chart shows the top five metropolitan areas in which immigrants settled in 1995.

Top Five Metropolitan Areas in Which Immigrants Settled, 1995

City	Number of Immigrants	Percent of Immigrants
New York, NY	111,687	15.5%
Los Angeles–Long Beach, CA	54,669	7.6%
Chicago, IL	31,730	4.4%
Miami, FL	30,935	4.3%
Washington, DC; Maryland; Virginia	25,717	3.6%

Source: *The World Almanac and Book of Facts*, 1997

1. Compare the four cities described in the article. How are they alike?
   (1) Immigrants all live in culturally mixed areas.
   (2) All the cities are about the same size.
   (3) Each city has a section settled by Chinese immigrants.
   (4) The cities attracted mainly immigrants from Europe.

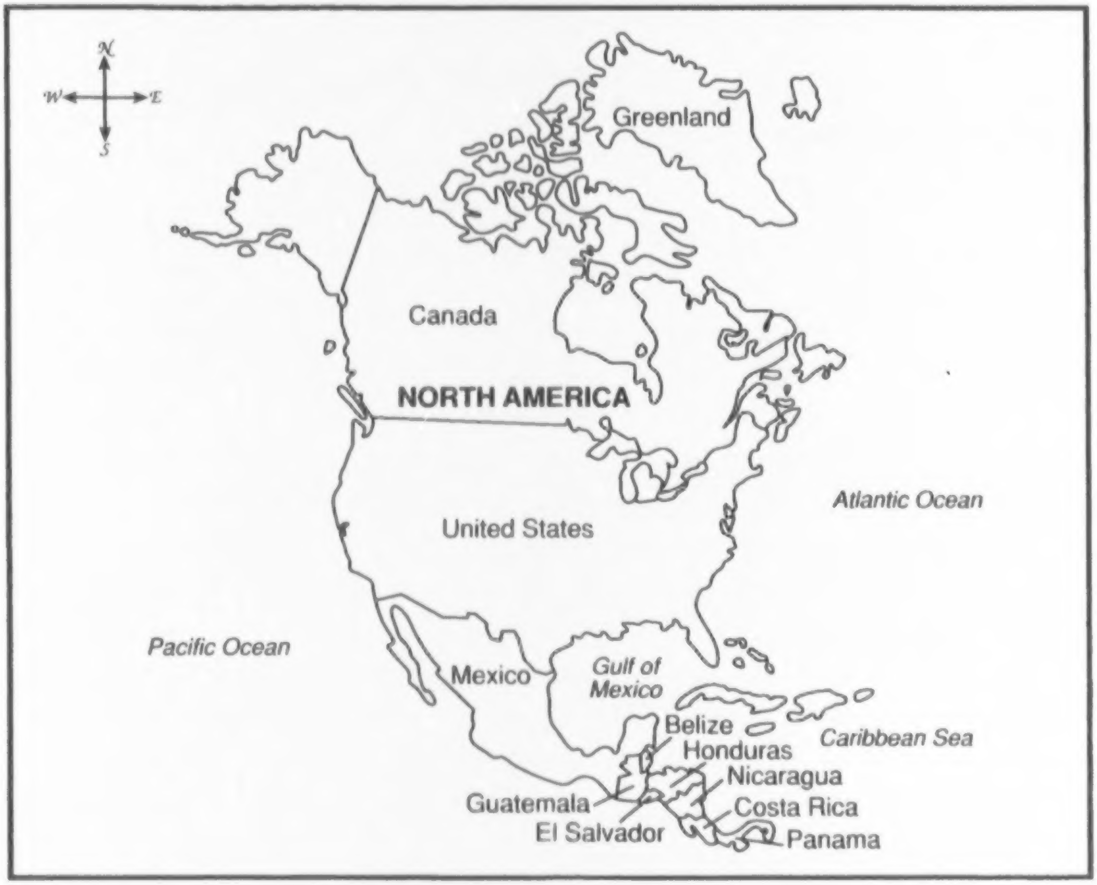
2. Which statement best states the main idea of the entire article?
   (1) Immigrants want to live with other immigrants.
   (2) Many immigrants to the U.S. settle in the large cities.
   (3) More immigrants come from China than from other countries.
   (4) New York has the most immigrants of any U.S. city.

3. The chart shows that in 1995 the largest number of immigrants settled in
   (1) Chicago
   (2) Miami
   (3) Los Angeles–Long Beach
   (4) New York

4. The chart shows that in 1995 Chicago attracted
   (1) 54,669 immigrants
   (2) 31,730 immigrants
   (3) 30,935 immigrants
   (4) 25,717 immigrants

5. What percent of all immigrants settled in Miami in 1995?
   (1) 15.5 percent
   (2) 7.6 percent
   (3) 4.4 percent
   (4) 4.3 percent

B. Life Skills Practice Read the map. Answer the questions that follow.


N
W
E
S
Greenland
Canada
NORTH AMERICA
United States
Atlantic Ocean
Pacific Ocean
Mexico
Gulf of Mexico
Belize
Honduras
Caribbean Sea
Nicaragua
Guatemala
Costa Rica
El Salvador
Panama

1. What continent is shown on the map? ____________________

2. Name the countries on this continent. ____________________

____

____

3. What country is directly north of the United States? ____________________

4. What country is directly south of the United States? ____________________

5. What ocean is east of the United States? ____________________

6. What ocean is west of the United States? ____________________

7. What body of water is east of Mexico? ____________________

C. **Writing Skills Practice** For each item, write one sentence that combines the ideas in both sentences.

1. Many people think Africans have only one culture. That could not be further from the truth.

2. Northern Africa is mainly a desert named Sahara. Most of the people there are Arab.

3. Most Africans south of the Sahara are black. They belong to more than 800 different ethnic groups.

4. The people of each ethnic group have their own way of life. They speak their own language.

5. Many Africans speak more than one language. Communication is often possible between Africans of different groups.

6. Swahili is spoken by many different Africans. Hausa is too.

Answer Key

When sample answers are given, your answers may use different wording, but they should be similar to the sample answers.

Lesson 1

Think About It: Identify the Main Idea and Details (p. 4)

1. You need to have long-term savings that you do not spend while you are working.
2. Sample answer: All people should save money for the long term.
3. The key to creating such savings is to save money on a regular basis.
4. Sample details: Many companies will deposit money from your regular paycheck into a savings plan. You can set up your own plan to save regularly. Deposit a set amount in your savings account every paycheck.
5. No amount is too small to save.
6. Sample answer: The amount you save can be small.
7. Your savings should also grow on its own by earning interest.
8. Sample details: Interest is money that is paid to you. The bank will pay you a percentage of the amount you save. Government savings bonds earn interest. Various other securities earn interest or pay dividends.

Lesson 2

Think About It: Understand Categories (p. 6)

1. Objects
2. Stocks and stock mutual funds
3. Real estate
4. Objects

Lesson 3

Think About It: Recognize Problems and Solutions (p. 7)

Sample answers:

1. Knowing whether the sale price is really lower than the regular price can be a problem.
2. You can compare the prices of the same item at different stores.
3. You should check the brand names and the model names or numbers.
4. If the item is advertised, you can compare the prices of the same item at different stores.
5. You can call the store and ask for prices and details.
6. You can ask if there is a manufacturer's suggested price.

Writing Skills Practice: Capitalization Rules (p. 9)

Last week I spent a lot of money. On Monday I had to pay my rent. I sent a check for $635 to Mr. George Walker in Los Angeles, California, like I do every month. On Tuesday I spent $32.54 on groceries. On Wednesday I paid my bill at Sears. On Thursday I got a flu shot that cost $25. I get a flu shot from my doctor, Dr. Shah, every September. I'm glad it's only once a year. I hope it works. I can't even afford a box of Kleenex now!

Reading and Writing Practice (p. 10)

A. 1. (2)
   2. (3)
   3. (1)
   4. (4)
   5. (3)
   6. (1)

B. 1. 6%
   2. federal income tax
   3. property tax
   4. 72%
   5. 28% (Add up all the percentages that go to taxes, or subtract 72% from 100%.)

C. 1. Last August, I decided to put my paychecks into a checking account at the Lincoln National Bank. By the end of September, I had written 15 checks. I wrote checks at the drugstore and the grocery store, to Edison Electric Company and Bell Telephone Company. By the time I paid Dr. Sanchez, my dentist, the money was almost gone. A checking account may not help you spend less, but it can help you keep track of where your money is going!

2. Weddings can be expensive. Last Christmas, my niece Susan was married. She wanted an outdoor wedding, but San Francisco is too cold in December. Her parents rented a reception room at the Carlton Hotel for $1,200 instead. She ordered so many exotic flowers that it felt like South America. The hotel charged $35 for each guest's dinner. The band she hired, the Life Timers, cost $750. It will take Maude and Henry, my sister and brother-in-law, a year to pay all the bills! They should have told Susan to elope!

▼ Lesson 4

Think About It: Make Inferences (p. 14)

Sample answers:

1. They run a restaurant or catering service.
2. He was a senior.
3. He didn't want to work on a loading dock.
4. The job was telemarketing, or selling over the telephone.
5. He took a job as a cook's helper.

▼ Lesson 5

Think About It: Follow Steps in a Process (p. 16)

1. Scrape the griddle clean.
2. Put a raw hamburger patty on the griddle.
3. Cook for three minutes on the first side.
4. Turn the patty and cook for two minutes on the other side.

▼ Lesson 6

Think About It: Identify Facts and Opinions (p. 17)

B. 1. F
2. O
3. O
4. F
5. O
6. F
7. O
8. F
9. O
10. O

C. 11. (4)
12. (2)

▼ Writing Skills Practice: Making Subjects and Verbs Agree (p. 19)

Here are some sample answers. Your answers will vary.

1. I work at a printing plant.
2. My friend Robert works at a grocery store.
3. He is the produce department manager.
4. Some workers have part-time jobs.
5. They are in a training program.
6. Sarah is going to work today.

▼ Reading and Writing Practice (p. 20)

A. 1. (2)
2. (2)
3. (3)
4. (1)
5. (1)
6. (3)

B. 1. the paper tray
2. pull out the cassette
3. 250 sheets
4. press down the corners
5. replace the cassette

C. 1. I **have** a good job working at a garage.
2. We **sell** tires of all kinds and sizes.
3. **Have** you ever seen a tractor tire?
4. Tractor tires **are** almost as high as I am.
5. My job **is** to fix these huge tires.
6. One other worker **stocks** auto parts.
7. Other workers **pump** gas.
8. We all **work** together very well.
9. My friend Jaime **makes** steel sheets in a factory.
10. His job **is** very important to him.
11. He **comes** to work on time every day.
12. He never **misses** a day of work without a good reason.
13. His co-workers **like** Jaime's reliability.
14. Reliability on the job **is** very important.

▼ Lesson 7

Think About It: Summarize Information (p. 24)

B. Sample answers:

1. Born in Johnstown, New York, in 1815.
   Active in the antislavery movement.
   Married Henry Stanton in 1840.
   Met Lucretia Mott in London at the 1840 World Antislavery Convention.
   She and Mott pledged to work for women's rights in the U.S.
2. Led the first women's rights convention in 1848 with Lucretia Mott.
   Wrote a Declaration of Sentiments calling for woman suffrage. The declaration was adopted by the convention.
   15th Amendment passed in 1870, giving male former slaves over 21 right to vote. This moved women to take action to gain the vote.
3. Stanton and Susan B. Anthony formed the National Woman Suffrage Association in 1869.
   Stanton served as its president for 21 years.
   Stanton died in 1902.
   19th Amendment, giving women the right to vote, approved by Congress in 1919; became law in 1920.

▼ Lesson 8

Think About It: Categorize Information (p. 26)

B. 1. health
2. mental health
3. family and child welfare
4. school
5. corrections

▼ Lesson 9

Think About It: Identify Facts and Opinions (p. 27)

B. 1. O
2. O
3. F
4. F
5. F
6. O
7. O
8. O
9. O
10. F
11. F
12. F

C. 13. (2)
14. (1)

▼ Writing Skills Practice: More on Making Subjects and Verbs Agree (p. 29)

1. Every day, my son and daughter **walk** to school together.
2. The streets of our neighborhood **are** busy with traffic.
3. My children and their friends **cross** these busy streets to get to school.
4. Some days one of the regular crossing guards **is** sick.
5. Then members of our neighborhood watch group **take** action.
6. The mother of two neighborhood children **calls** other parents.
7. The first available parent on the list **goes** to the corner to help the children cross.
8. My husband and I **are** members of the watch group.
9. The parents of the boy next door **are** also willing to help.
10. The principal and vice principal **are** very thankful for our help.

▼ Reading and Writing Practice (p. 30)

A. 1. (2)
2. (3)
3. (2)
4. (2)
5. (4)

B. 1. any student of Kendall Community College
2. in their own homes
3. when it's convenient for them/when they are available
4. questions about the subject(s) the tutor does best in

C. 1. Willie Benson, one of my best friends, **makes** a difference in our community.
2. Willie and his sister Barbara **work** in the grade-school cafeteria.

3. Willie's team **supervises** the eating area of the cafeteria.
4. Barbara and her co-workers **prepare** the food.
5. The manager of the cafeteria workers **likes** them both.
6. The members of the faculty **are** fond of them too.
7. Most important, Willie's smile and patience **work** wonders with the kids.
8. The children in every grade always **behave** well for Willie.
9. Children in the cafeteria **don't** misbehave when Willie is there.
10. Barbara's warm ways **have** also made a hit with the kids.
11. The kindness of Willie and Barbara **makes** the school cafeteria a pleasant place to eat.
12. This brother and sister **are** good examples of people who make a difference.
13. The real winners in this situation **are** the schoolchildren.

▼ Lesson 10

Think About It: Compare and Contrast (p. 34)

B. Sample answers:

1. Mountains and valleys; deserts and rain forests.
2. alike: They all have some Indian heritage; they speak Spanish.
   different: Indians speak Indian language; don't have Spanish ancestry.
3. The newer parts of cities and towns have tall buildings and modern apartments like in the U.S.
4. Rural people don't often have meat.
5. Mestizos wear modern, factory-made clothes. Indians weave their clothes from designs passed down for generations.

▼ Lesson 11

Think About It: Make Inferences (p. 36)

B. 1. by airplane
2. by car
3. in stalls on the streets
4. chewing gum

▼ Lesson 12

Think About It: Identify the Main Idea and Details (p. 37)

B. 1. (4)
2. Chinese is one of the world's most ancient languages.
3. Sample details: The Chinese people have had a written language for thousands of years. 3,000-year-old inscriptions have been found. The *Book of Songs* has poems that were composed as early as 1000 B.C.
4. Through the centuries, writing has held an important place in China's culture.
5. Sample details: The earliest writings used pictographs. Present-day Chinese uses about 50,000 characters. Each character stands for a word or a word part. People can read most modern books and newspapers if they learn the 4,000 most commonly used characters.
6. People who can read and write Chinese can communicate through writing.
7. Sample details: About 95 percent of the people in China speak Chinese. People who live in different parts of China speak different dialects. People who speak different dialects cannot understand each other.

▼ Writing Skills Practice: Combining Ideas (p. 39)

Here are some sample answers. Your answers will vary.

1. People have always wondered about the world around them, and they have created myths to explain it.
2. The ancient Greeks and Romans had myths about gods.
3. The Greeks called the king of the gods Zeus, but the Romans called him Jupiter.
4. Today people don't believe these ancient myths, but they enjoy reading them.

▼ Reading and Writing Practice (p. 40)

A. 1. (3)
2. (2)
3. (4)
4. (2)
5. (4)

B. 1. North America
2. Greenland, Canada, United States, Mexico, Belize, El Salvador, Honduras, Costa Rica, Panama, Guatemala, Nicaragua
3. Canada
4. Mexico
5. Atlantic Ocean
6. Pacific Ocean
7. Gulf of Mexico

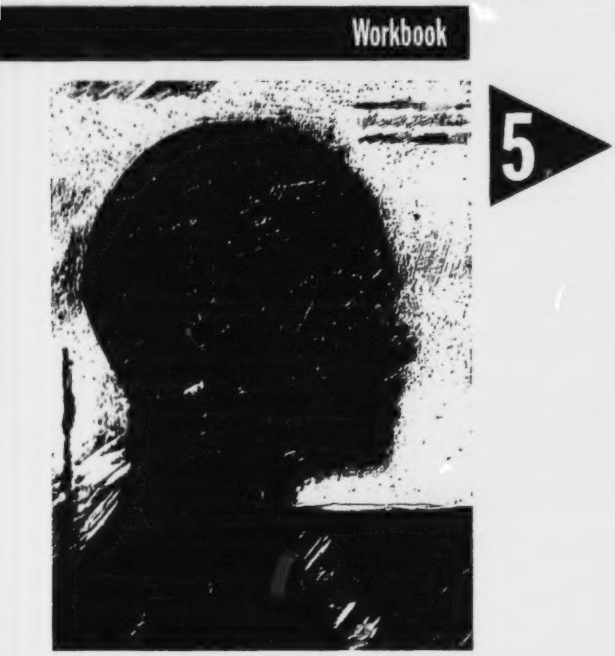
C. Here are some sample answers. Your answers will vary.

1. Many people think Africans have only one culture, but that could not be further from the truth.
2. Northern Africa is mainly a desert named Sahara, and most of the people there are Arab.
3. South of the Sahara, most Africans are black, yet they belong to more than 800 different ethnic groups.
4. The people of each ethnic group have their own way of life and speak their own language.
5. Many Africans speak more than one language, so communication is often possible between Africans of different groups.
6. Swahili and Hausa are spoken by many different Africans.

Reading and Writing for Today's Adults

Voyager

Voyager is a nine-level program that combines a contemporary theme-based approach with the best elements from traditional instruction. It teaches the essential reading, writing, listening, speaking, and critical thinking skills and strategies needed by adults to function on the job and in today's diverse, rapidly changing, and information-rich society.



Student Books

Nine student books, which take students from the beginning stages of reading through the ninth reading level, form the instructional core of the *Voyager* program. Within each book, units are divided into popular themes and themes into lessons. A reading lesson – authentic literature, informational article, adult student writing, or graphic material – is the heart of each lesson. The reading comprehension, writing, and oral communication activities and skill-building exercises all relate to the reading. Lessons in the early books also teach phonics and other word recognition strategies. Throughout, *Voyager* encourages students to be active learners – engaged in thinking about and applying what they are learning.

Workbooks

Nine workbooks, one for each student book, are filled with exercises that give students extra practice with the major skills taught in the lessons.

Teacher's Resource Guides

Four teacher's resource guides help teachers make the most of *Voyager* and save valuable time. Each teacher's resource guide contains a general overview and orientation, including scope and sequence charts, lesson-by-lesson teacher's notes, extension activities for the student books, and photocopy masters for both instruction and assessment.

Placement Tool

The easy-to-use placement tool helps place students in the appropriate *Voyager* student book.

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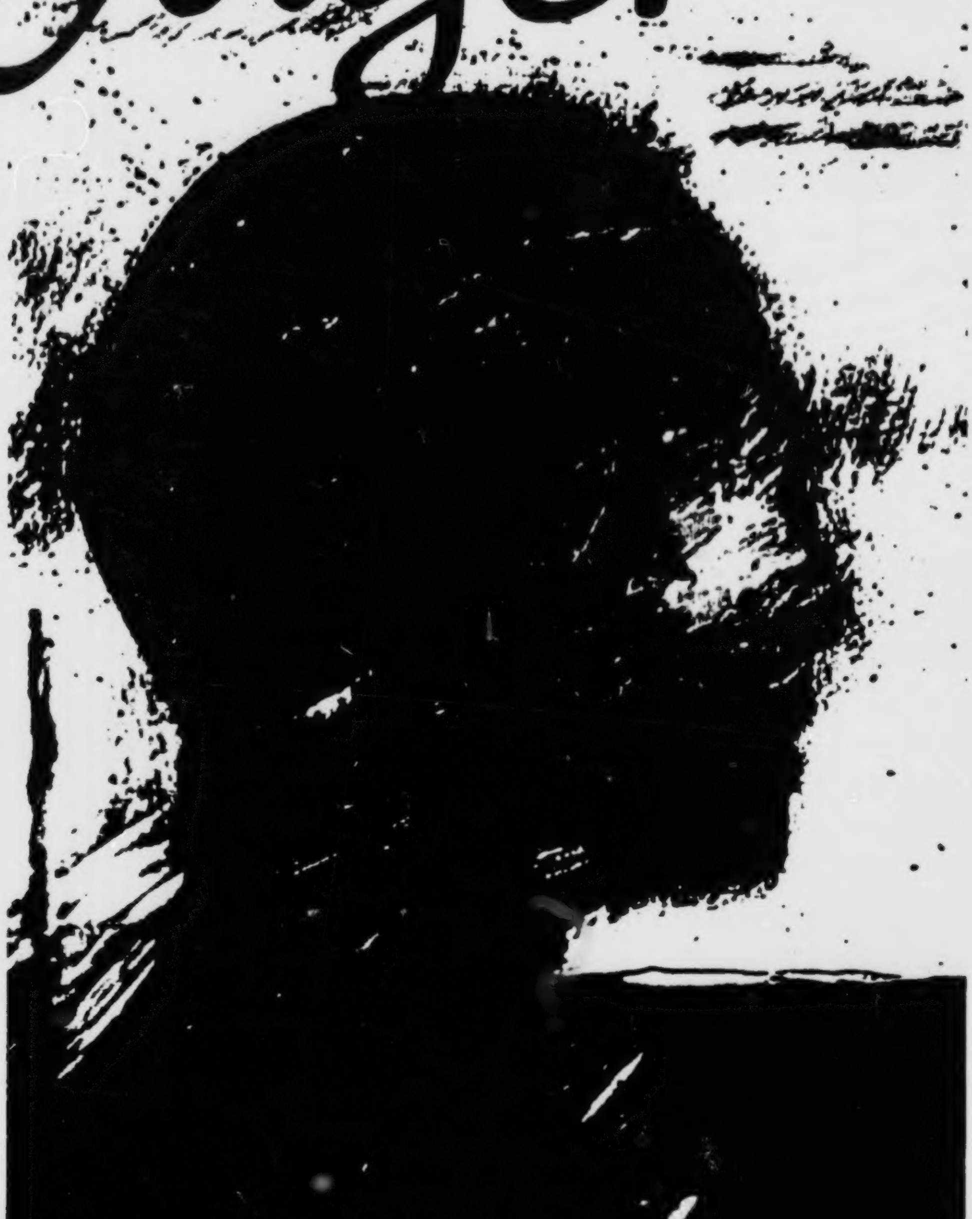
Puzzles

Voyager

Reading and Writing for Today's Adults

5

Emma Iulo



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Unit 4 Review 19
Answer Key 20

LESSON 1

Use the clues to help you fill in the blanks. Change *one* letter in the first answer of each pair, and you will have the second answer. The first word of each pair is from the lesson.

Coins, bills ___ ___ ___ ___ ___
Product of bees ___ ___ ___ ___ ___

Purchase ___ ___ ___
Partly opened flower ___ ___ ___

Something owed ___ ___ ___ ___
Minor car damage ___ ___ ___ ___

A plan of income and expenses ___ ___ ___ ___ ___ ___
Moves slightly ___ ___ ___ ___ ___ ___

20 nickels ___ ___ ___ ___ ___ ___
The neck of a shirt ___ ___ ___ ___ ___ ___

Money set up for a purpose ___ ___ ___ ___
Locate ___ ___ ___ ___

Set aside for future use ___ ___ ___ ___
Of sound mind ___ ___ ___ ___

Spent money for something ___ ___ ___ ___
An ache ___ ___ ___ ___

10-cent coin ___ ___ ___ ___
Large, round roof ___ ___ ___ ___

Answers on page 20.

LESSON 2

Fill in the missing letters in the number words below. Then put those letters in the blanks at the bottom according to their numbers. You will have the names of three people whose pictures appear on U. S. paper money. The first one has been done as an example.

EI_G_HT
1

E___EV___N
2 3

BILLI___N
4

THI___TY
5

T___ENT___
6 7

T___OUS___ND
8 9

___EVEN
10

F___FTY
11

___ILLIO___
12 13

___WELVE
14

SI___TY
15

H___NDRE___
16 17

$1 Bill:

G ___ ___ ___ G ___   ___ ___ ___ ___ ___ ___ G ___ ___ ___
1 3 4 5 1 3   6 9 10 8 11 13 1 14 4 13

$10 Bill:

___ ___ ___ ___ ___ ___ ___ ___ ___   ___ ___ ___ ___ ___ ___ ___ ___
9 2 3 15 9 13 17 3 5   8 9 12 11 2 14 4 13

$50 Bill:

___ ___ ___ ___ ___ ___ ___   ___.   G ___ ___ ___ ___
16 2 7 10 10 3 10   10   1 5 9 13 14

Answers on page 20.

LESSON 3

Use the clues to help you fill in words from the lesson that end with *-tion*. The first letter of each answer has been filled in for you. When you have finished, put the letters in the blanks at the bottom according to their numbers. They will spell a form to fill out when making a request.

Informal talk C ___ ___ ___ ___ ___ ___ _1_ TION

When a business has Inc. in its name, it is a ___. C ___ ___ _2_ ___ ___ ___ TION

Rule R ___ ___ ___ _3_ ___ TION

Donation, offering C ___ ___ ___ ___ _4_ ___ ___ TION

The rule does not apply to this. E ___ _5_ ___ ___ TION

Purpose, plan, aim I ___ _6_ ___ ___ TION

A base or support F _7_ ___ ___ ___ ___ TION

Group formed for a purpose; a nonprofit ___ O ___ ___ ___ _8_ ___ ___ ___ TION

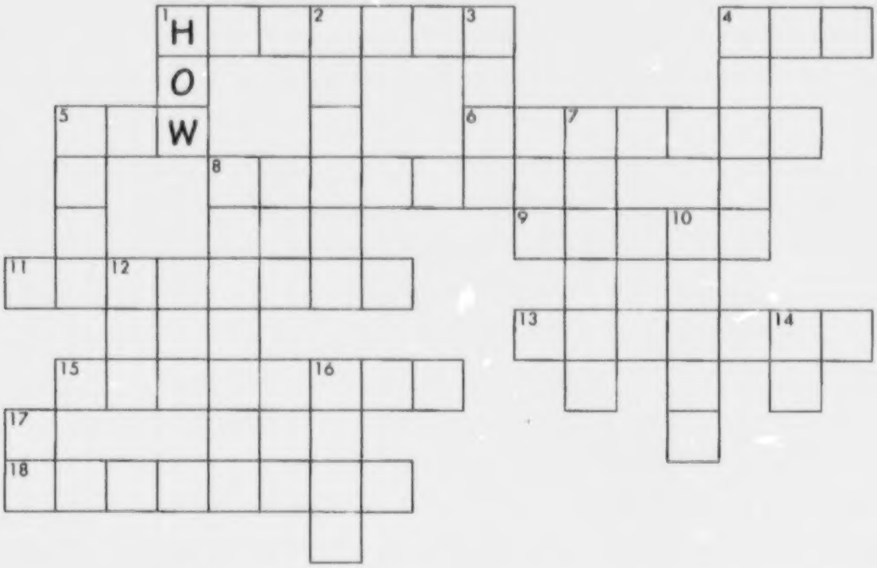
The form:

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
1 2 2 3 4 5 1 6 4 7 8

Answers on page 20.

UNIT 1 REVIEW

Use the clues to help you fill in the words. Then put the letters from the numbered squares in the blanks at the bottom according to their numbers. They will spell a proverb from Ireland. One has been done for you.



Across

1. Places to live
4. It fits in a lock.
5. Opposite of high
6. Money in the bank: checking ___
8. Writing tool
9. Age measurement: She was 36 ___ old.
11. A charge for borrowing money
13. Least possible amount
15. Costs, outlays
18. A holiday from work

Down

1. In what way?
2. Opposite of saves
3. A desired end, aim
4. Types, categories
5. Money lent
7. ___ card (a way to "buy now and pay later")
8. Part of each 100: %
10. A pay increase
12. Government levy: income ___
14. Trickle ___ Program
16. Opposite of fast
17. Short for television

The Irish proverb:

___		H	___	___	___	___		___	___	___	___	___
6		1	15	6	18	9		8	14	10	2	15

___	___	___	___	___		___		___	___	___	H	___		H	___	___	___	___	.
13	6	4	15	16		6		5	11	3	1	12		1	15	6	10	17	

Answers on page 20.

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LESSON 4

Unscramble these words from the readings in Lesson 4. When you are done, the boxed letters will give you a way to describe doing what is normal or expected. The first one has been done for you.

ELANC C L E A N
LAWL ___ ___ ☐ ___
ELHP ___ ___ ☐ ___

ARNI ___ ___ ☐ ___
NOGL ___ ___ ☐ ___

GAB ___ ☐ ___

NOWD ☐ ___ ___ ___
CBA ___ ☐ ___
KAYO ___ ___ ___ ☐

SUB ___ ___ ☐

SEWN ___ ___ ☐ ___
CHORP ___ ☐ ___ ___ ___
RUNT ___ ___ ☐ ___
LAWK ___ ___ ___ ☐

Answers on page 21.

LESSON 5

Fill in the missing letters in these terms related to plumbing repairs. Then put those letters in the blanks at the bottom according to their numbers. You will have an amusing piece of advice.

$\underset{1}{___}$ORK   ORDE$\underset{2}{___}$

KITC$\underset{3}{___}$EN   SI$\underset{4}{___}$K

S$\underset{5}{___}$EM   ASS$\underset{6}{___}$MB$\underset{7}{___}$Y

$\underset{8}{___}$HUT$\underset{9}{___}$FF   V$\underset{10}{___}$LVE

$\underset{11}{___}$RIPP$\underset{12}{___}$NG $\underset{13}{___}$AUCET

PA$\underset{14}{___}$KING   N$\underset{15}{___}$T

The piece of advice:

$\underset{1}{\_\_\_}\,\underset{3}{\_\_\_}\,\underset{6}{\_\_\_}\,\underset{4}{\_\_\_}$ $\underset{10}{\_\_\_}\,\underset{7}{\_\_\_}\,\underset{7}{\_\_\_}$ $\underset{6}{\_\_\_}\,\underset{7}{\_\_\_}\,\underset{8}{\_\_\_}\,\underset{6}{\_\_\_}$ $\underset{13}{\_\_\_}\,\underset{10}{\_\_\_}\,\underset{12}{\_\_\_}\,\underset{7}{\_\_\_}\,\underset{8}{\_\_\_}$,

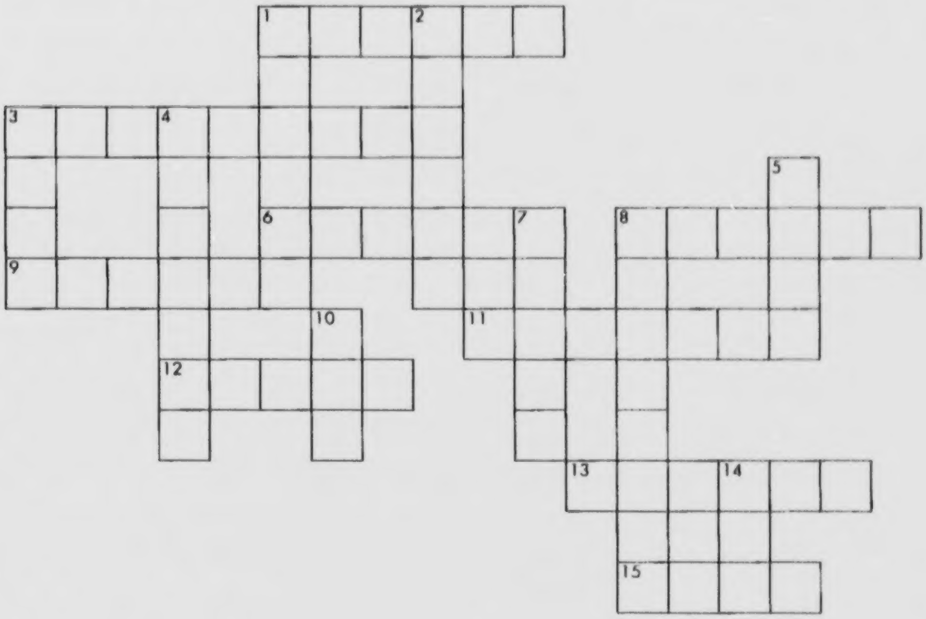
$\underset{2}{\_\_\_}\,\underset{6}{\_\_\_}\,\underset{10}{\_\_\_}\,\underset{11}{\_\_\_}$ $\underset{5}{\_\_\_}\,\underset{3}{\_\_\_}\,\underset{6}{\_\_\_}$

$\underset{12}{\_\_\_}\,\underset{4}{\_\_\_}\,\underset{8}{\_\_\_}\,\underset{5}{\_\_\_}\,\underset{2}{\_\_\_}\,\underset{15}{\_\_\_}\,\underset{14}{\_\_\_}\,\underset{5}{\_\_\_}\,\underset{12}{\_\_\_}\,\underset{9}{\_\_\_}\,\underset{4}{\_\_\_}\,\underset{8}{\_\_\_}$.

Answers on page 21.

LESSON 6

Use the clues to help you fill in the words. All the answers have double consonants (as in *happen* and *offer*). Most answers are from the lesson.



Across

1. Disagree: I beg to ___ with you.
3. The people who work for a company
6. Mistakes
8. Be present at: ___ a meeting
9. Lumberjack
11. Talk about, exchange views
12. Cram, overfill
13. Remember
15. Say, relate: ___ a story

Down

1. Main meal of the day
2. Obey, heed: ___ the rules
3. Tug, tow
4. Put forth an idea
5. Opposite of more
7. Overflow: an oil ___
8. Mishap
10. Opposite of on
14. Every one of

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Answers on page 21.

UNIT 2 REVIEW

Use the clues to help you make compound words from the small words listed below. Then put the letters in the blanks at the bottom according to their numbers. You will have a belief expressed by Maxim Gorki, a Russian writer.

BILL
DAY
DEAD
END
FLOWER
FOLD
HOLDER
HOUSE
JOB
KEEPER
LINE
OVER
PAY
SUN
TIME
WEEK

Saturday and Sunday

```
___ ___ ___ ___ ___ ___ ___
 1           2
```

Person who takes care of someone's home

```
___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
 3           4
```

Extra hours worked

```
___ ___ ___ ___ ___ ___ ___ ___
         5           6
```

Time by which something must be done

```
___ ___ ___ ___ ___ ___ ___ ___
         7               8
```

Pocketbook for paper money

```
___ ___ ___ ___ ___ ___ ___ ___
             9      10
```

Person regularly employed

```
___ ___ ___ ___ ___ ___ ___ ___ ___
11                              12
```

When company checks are handed out

```
___ ___ ___ ___ ___ ___
13                  14
```

Tall flower with large yellow blossom

```
___ ___ ___ ___ ___ ___ ___ ___ ___
    15      16
```

Maxim Gorki's belief:

```
___ ___ ___ ___   ___ ___ ___ ___   ___ ___   ___
 1   3   5   8     1  10  12   2     6   4     7

___ ___ ___ ___ ___ ___ ___ ___,  ___ ___ ___ ___   ___ ___   ___   ___ ___ ___.
13   9   5   7   4  15  12   5     9   6  16   5     6   4     7    11  10  14
```

Answers on page 21.

LESSON 7

How many three-letter words can you make from the letters in the word *CANDIDATE?* Each letter can be used in a word as many times as it occurs in *CANDIDATE*. Use a dictionary if you're not sure about a word.

CANDIDATE

Score: 8 words: Good 12 words: Very good 18 words: Outstanding

Now see how many four-letter words you can make from the letters in *CANDIDATE*. The same rule applies.

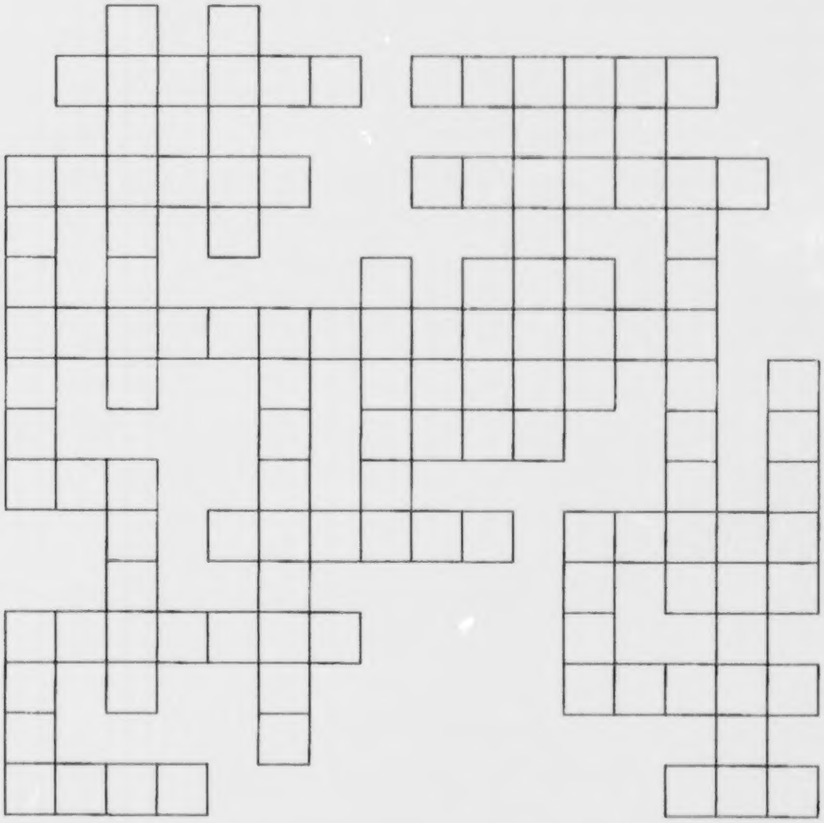
CANDIDATE

Score: 5 words: Good 10 words: Very good 15 words: Outstanding

Answers on page 22.

LESSON 8

The words below may be found on a voter registration form. Fit each word into the puzzle. Hint: First, find where the only 14-letter word goes.



3 Letters

AGE
SEX
YES
ZIP

4 Letters

CITY
CODE
DATE
FULL
LAST
NAME
YEAR

5 Letters

BIRTH
FIRST
LEGAL
MONTH
STATE

6 Letters

COUNTY
FELONY
MIDDLE
SOCIAL
STREET

7 Letters

ADDRESS
CITIZEN
COUNTRY

8 Letters

SECURITY

9 Letters

APARTMENT
SIGNATURE

14 Letters

NATURALIZATION

Answers on page 22.

LESSON 9

Use the clues to help you fill in the words. When you are done, the boxed letters will give you a phrase that means "help someone."

Message usually sent by mail ☐ ___ ___ ___ ___ ___
One who prepares materials for publication ☐ ___ ___ ___ ___ ___
Offer to help without pay ___ ___ ___ ___ ☐ ___ ___ ___ ___
Assistant: teacher's ___ ___ ___ ☐ ___

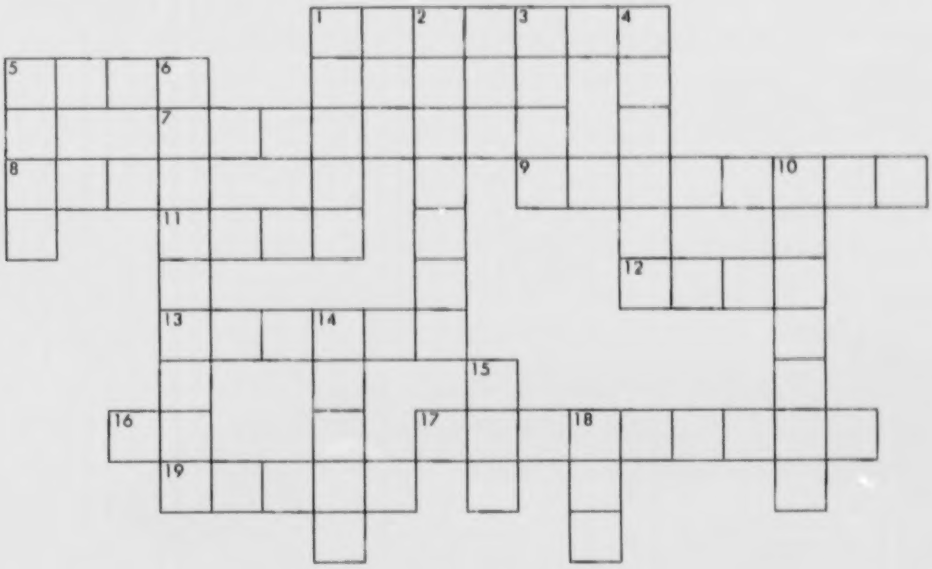
True statement ___ ☐ ___ ___

Place for teaching and learning ___ ___ ☐ ___ ___ ___
Chart, diagram: bar ___ ___ ___ ☐ ___ ___
Personal belief; viewpoint ___ ___ ___ ☐ ___ ___ ___
Boys and girls ___ ___ ___ ___ ☐ ___ ___ ___

Answers on page 22.

UNIT 3 REVIEW

Use the clues to help you fill in the words. When you are done, put the letters from the numbered squares in the blanks at the bottom according to their numbers. You will have a proverb that says, "I can make a difference."



Across

1. Instructs, gives lessons
5. Retain possession, hold on to
7. Sign up to vote
8. Three times three
9. Choosing by vote
11. Opposite of bought
12. Back part of the foot
13. Uses a car
16. ___ the go (busy)
17. Day before today
19. Two times

Down

1. First, second, ___
2. Deeds: "___ speak louder than words."
3. ___, there, and everywhere
4. A public talk
5. Good-hearted
6. Chief of state, head of a company
10. Unlawful
14. Speak: ___ your opinion
15. Not many
18. Make a knot

The proverb: ___ ___ ___ ___ ___   ___ ___ ___ ___ ___   ___ ___ ___ ___

9 14 9 7 17   4 6 2 7 5   2 13 13 4

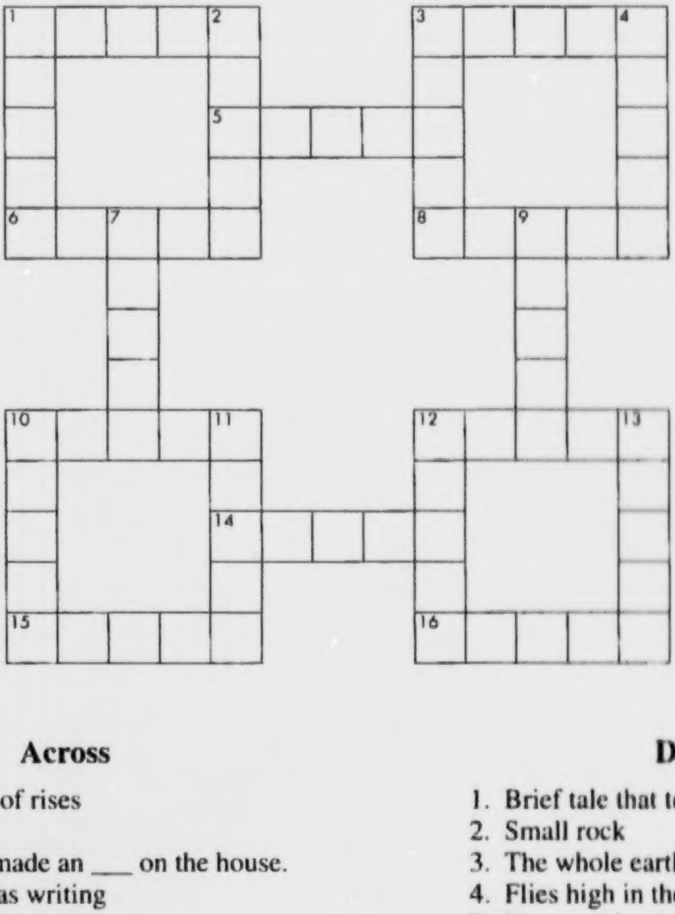
___ ___   ___ ___ ___   ___ ___ ___ ___.

1 16   19 12 9   15 10 7 9

Answers on page 22.

LESSON 10

Use the clues to help you fill in the words. All the answers are five-letter words. Many are from the tales in the lesson.



Across

1. Opposite of rises
3. Desires
5. Bid: We made an ___ on the house.
6. Rub out, as writing
8. Pulls along
10. Lesson about life, as presented in a tale
12. Force or might
14. Think alike
15. National bird of the U.S.
16. The planet we live on

Down

1. Brief tale that teaches a moral
2. Small rock
3. The whole earth
4. Flies high in the air
7. Day ___ day (all the time)
9. Let, permit
10. Perhaps
11. Depart
12. A part of a whole, fragment
13. To arrive at: ___ home

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Answers on page 23.

LESSON 11

Use the clues to help you fill in the blanks. Change *one* letter in the first answer of each pair, and you will have the second answer. The first word of each pair is from the lesson.

Dwelling: ___ in a house ___ ___ ___ ___ ___ ___
Going head first into water ___ ___ ___ ___ ___ ___

Larger than a town ___ ___ ___ ___
Feel sorry for ___ ___ ___ ___

Color of grass ___ ___ ___ ___ ___
Welcome, speak to ___ ___ ___ ___ ___

Maple or fir ___ ___ ___ ___ ___
Without cost ___ ___ ___ ___

Music with words ___ ___ ___ ___
So ___ (good-bye) ___ ___ ___ ___

Hopes, desires ___ ___ ___ ___ ___ ___
Cups, plates, bowls ___ ___ ___ ___ ___ ___

52 weeks ___ ___ ___ ___
Dread ___ ___ ___ ___

___, present, future ___ ___ ___ ___
Gasp for air ___ ___ ___ ___

Way of life for a group of people ___ ___ ___ ___ ___ ___ ___
Large bird of prey ___ ___ ___ ___ ___ ___ ___

Answers on page 23.

LESSON 12

Listed below are some of the places where U.S. immigrants have come from. Look across (→), down (↓), and on a slant (↘) to find the places. Circle the names in the puzzle. One has been done as an example.

B	M	B	I	E	N	I	R	A	N	N
G	E	R	M	A	N	Y	E	E	C	I
P	X	U	H	Q	C	H	P	H	H	G
B	I	N	D	I	A	U	O	C	I	E
K	C	V	J	E	J	N	B	Q	N	R
M	O	Y	G	N	X	G	Z	A	A	I
R	S	R	L	G	O	A	V	D	I	A
M	P	L	E	L	R	R	V	X	T	W
Q	A	L	Y	A	O	Y	W	W	A	B
V	I	E	T	N	A	M	X	A	L	N
H	N	R	N	D	P	E	R	U	Y	X

✔CHINA
CUBA
ENGLAND
GERMANY
HUNGARY
INDIA
IRAN
ITALY
KOREA
MEXICO
NIGERIA
NORWAY
PERU
SPAIN
VIETNAM

Answers on page 23.

UNIT 4 REVIEW

Fill in the missing letters in the phrases below, which are factors that immigrants to the U.S. may have to deal with. Then put those letters in the blanks at the bottom according to their numbers. You will have a related statement made in 1944 by President Franklin D. Roosevelt.

L___NG___AGE SP___KEN
1 2 3

NATI___E ___AND
4 5

RELI___IOU___ BELIE___S
6 7 8

___ULTU___AL CELE___RA___IONS
9 10 11 12

___ERSONAL BELO___GINGS
13 14

N___W E___PER___ENCES
15 16 17

CLOT___ING ST___LES
18 19

___IFFERENT ___USIC
20 21

President Roosevelt's statement:

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
1 5 5 3 8 3 2 10 13 15 3 13 5 15 1 5 5

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___—
3 4 15 10 12 18 15 9 3 2 14 12 10 19

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___-
15 16 9 15 13 12 12 18 15 13 2 10 15

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___—___ ___ ___
11 5 3 3 20 15 20 17 14 20 17 1 14 7 1 10 15

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
17 21 21 17 6 10 1 14 12 7 3 10

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
20 15 7 9 15 14 20 1 14 12 7 3 8

___ ___ ___ ___ ___ ___ ___ ___ ___ ___. . . .
17 21 21 17 6 10 1 14 12 7

Answers on page 23.

ANSWER KEY

Lesson 1

MONEY
HONEY

BUY
BUD

DEBT
DENT

BUDGET
BUDGES

DOLLAR
COLLAR

FUND
FIND

SAVE
SANE

PAID
PAIN

DIME
DOME

Lesson 2

EIGHT	SEVEN
ELEVEN	FIFTY
BILLION	MILLION
THIRTY	TWELVE
TWENTY	SIXTY
THOUSAND	HUNDRED

$1 Bill:

GEORGE WASHINGTON

$10 Bill:

ALEXANDER HAMILTON

$50 Bill:

ULYSSES S GRANT

Lesson 3

CONVERSATION

CORPORATION

REGULATION

CONTRIBUTION

EXCEPTION

INTENTION

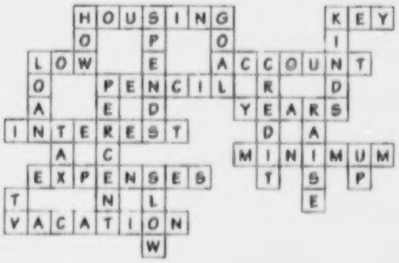
FOUNDATION

ORGANIZATION

The form:

APPLICATION

Unit 1 Review


HOUSING
KEY
LOW
ACCOUNT
PENCIL
YEARS
INTEREST
MINIMUM
EXPENSES
VACATION
HOW
SPENDS
GOAL
KIND
LOAN
TAX
RECORD
SAVINGS
CREDIT
RAISE
PERCENT
LOW
SUM
UP
TV

The Irish proverb: A HEAVY PURSE MAKES A LIGHT HEART

ANSWER KEY

Lesson 4

CLEAN
WALL
HELP

RAIN
LONG

BAG

DOWN
CAB
OKAY

BUS

NEWS
PORCH
TURN
WALK

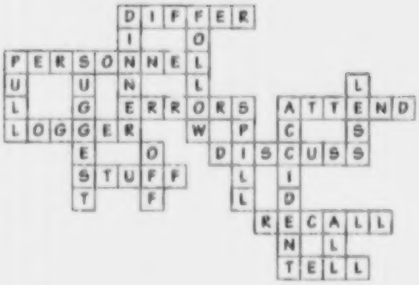
Lesson 5

WORK ORDER
KITCHEN SINK
STEM ASSEMBLY
SHUTOFF VALVE
DRIPPING FAUCET
PACKING NUT

The piece of advice:

WHEN ALL ELSE FAILS, READ THE INSTRUCTIONS.

Lesson 6


DIFFER
PERSONNEL
ERRORS
ATTEND
LOGGER
DISCUSS
STUFF
RECALL
TELL
DIVOL
PULL
GUNGEST
OFF
WALL
LASS
ACCIDENT

Unit 2 Review

WEEKEND
HOUSEKEEPER
OVERTIME
DEADLINE
BILLFOLD
JOBHOLDER
PAYDAY
SUNFLOWER

Maxim Gorki's belief: WHEN WORK IS A PLEASURE, LIFE IS A JOY.

ANSWER KEY

Lesson 7

Possible Words in *CANDIDATE*

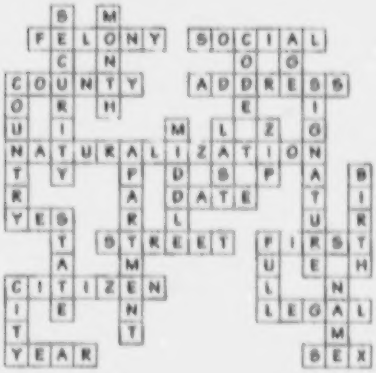
3 Letters

ACE
ACT
ADD
AID
AND
ANT
ATE
CAD
CAN
CAT
DAD
DEN
DID
DIE
DIN
EAT
END
ICE
NET
TAN
TEA
TEN
TIC
TIE
TIN

4 Letters

ACED
ACID
ACNE
AIDE
CANE
CENT
CITE
DATA
DATE
DEAD
DEAN
DENT
DICE
DIED
DIET
DINE
EDIT
ICED
IDEA
NEAT
NICE
TEND
TIDE
TIED
TINE

Lesson 8


FELONY
SOCIAL
COUNTY
ADDRESS
NATURALIZATION
DATE
YES
STREET
FIRST
CITIZEN
LEGAL
YEAR
SEX
SECURITY
MONTH
CODE
SIGNATURE
COUNTRY
MIDDLE
LAST
ZIP
APARTMENT
STATE
CITY
FULL
BIRTH
NAME

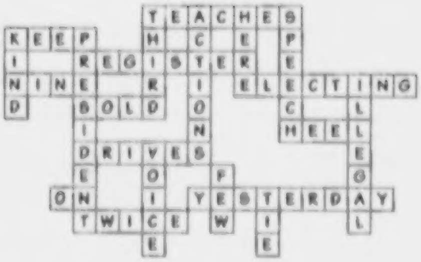
Lesson 9

LETTER
EDITOR
VOLUNTEER
AIDE

FACT

SCHOOL
GRAPH
OPINION
CHILDREN

Unit 3 Review

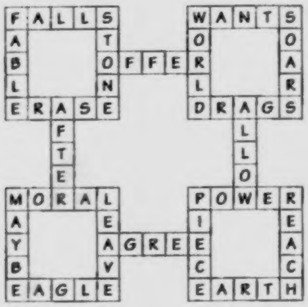

TEACHES
KEEP
REGISTER
NINE
ELECTING
BOLD
HEEL
DRIVES
ON
YESTERDAY
TWICE
KIND
PRESIDENT
THIRD
ACTIONS
HER
SPEECH
ILLEGAL
VOICE
FEW
TIE

The proverb: EVERY SPARK ADDS TO THE FIRE

600

ANSWER KEY

Lesson 10



F	A	L	L	S				W	A	N	T	S
A				T				O				O
B				O	F	F	E	R				A
L				N				L				R
E	R	A	S	E				D	R	A	G	S
		F								L		
		T								L		
		E								O		
M	O	R	A	L				P	O	W	E	R
A				E				I				E
Y				A	G	R	E	E				A
B				V				C				C
E	A	G	L	E				E	A	R	T	H

Lesson 11

LIVING
DIVING

CITY
PITY

GREEN
GREET

TREE
FREE

SONG
LONG

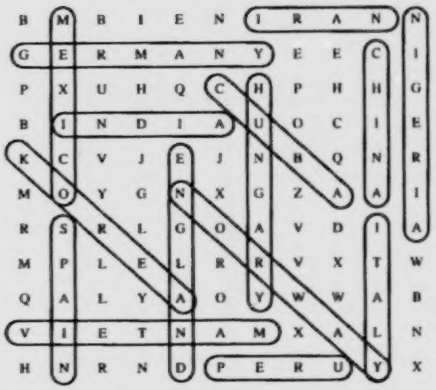
WISHES
DISHES

YEAR
FEAR

PAST
PANT

CULTURE
VULTURE

Lesson 12



B	M	B	I	E	N	I	R	A	N	N
G	E	R	M	A	N	Y	E	E	C	I
P	X	U	H	Q	C	H	P	H	H	G
B	I	N	D	I	A	U	O	C	I	E
K	C	V	J	E	J	N	B	Q	N	R
M	O	Y	G	N	X	G	Z	A	A	I
R	S	R	L	G	O	A	V	D	I	A
M	P	L	E	L	R	R	V	X	T	W
Q	A	L	Y	A	O	Y	W	W	A	B
V	I	E	T	N	A	M	X	A	L	N
H	N	R	N	D	P	E	R	U	Y	X

Unit 4 Review

LANGUAGE SPOKEN

NATIVE LAND

RELIGIOUS BELIEFS

CULTURAL CELEBRATIONS

PERSONAL BELONGINGS

NEW EXPERIENCES

CLOTHING STYLES

DIFFERENT MUSIC

President Roosevelt's statement:

ALL OF OUR PEOPLE ALL
OVER THE COUNTRY—
EXCEPT THE PURE-
BLOODED INDIANS—ARE
IMMIGRANTS OR
DESCENDANTS OF
IMMIGRANTS...

601

Puzzles

Voyager

Reading and Writing for Today's Adults

5

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Lesson 1

A. Compound Words A compound word is made from two smaller words. For example, *paycheck* is a compound word. *Payment* is not. Write the words that make up each compound word below. The first one is done for you.

1. paycheck = pay + check

2. income = ________ + ________

3. mothballs = ________ + ________

4. landslide = ________ + ________

5. afternoon = ________ + ________

6. everything = ________ + ________

7. brainstorm = ________ + ________

8. homemade = ________ + ________

9. hairdresser = ________ + ________

10. councilman = ________ + ________

B. Which Word Fits Best? Choose the best answer, and write it on the line. The first one is done for you.

1. Ann's daughter, Ella, had a baby, so now Ann is a grandmother.
(1) granddaughter (2) grandmother (3) grandchild (4) grandmaster

2. Ella and her husband, John, are planning a ________________ party. They just moved to a bigger apartment.
(1) housewarming (2) housewife (3) housework (4) houseboat

3. Ella got a ________________ because the baby is afraid of the dark.
(1) streetlight (2) sunlight (3) stoplight (4) nightlight

4. Ella takes care of her home and family. She's a ________________.
(1) homemaker (2) homebuilder (3) homebuyer (4) homeowner

5. John doesn't have a steady job yet, but he works ________________.
(1) freeway (2) freestyle (3) freehand (4) freelance

6. He also takes a course at night. It meets in a ________________ in the old elementary school.
(1) courtroom (2) classroom (3) darkroom (4) bedroom

7. For homework, John reads a first-aid ________________. He is studying to get a job on an ambulance crew.
(1) handsaw (2) handbook (3) handbag (4) handrail

C. Synonyms Synonyms are words that have the same, or almost the same, meaning. Write each word from the box next to its synonym below. The first one is done for you.

amazed
essentials
extravagant
freedom
habit
inflate
justify
money
✓pile
purchase
section
speech

___pile___ 1. heap
________ 2. cash
________ 3. liberty
________ 4. buy
________ 5. expand
________ 6. talk
________ 7. piece
________ 8. custom
________ 9. astounded
________ 10. defend
________ 11. wasteful
________ 12. necessities

D. Antonyms Antonyms are words that have opposite, or almost opposite, meanings. Write each word from the box next to its antonym below. The first one is done for you.

borrow
cheaper
conserving
creditor
hope
lavish
✓minimum
necessary
problem
regular
review
same

___minimum___ 1. maximum
________ 2. different
________ 3. preview
________ 4. solution
________ 5. costlier
________ 6. despair
________ 7. return
________ 8. wasting
________ 9. debtor
________ 10. optional
________ 11. skimpy
________ 12. occasional

Lesson 2

A. Compound Words Draw a line between the smaller words in each compound word. The first one is done for you.

1. Thanks|giving
2. everyone
3. tuneup
4. anything
5. firefighter
6. yourself
7. background
8. hardworking
9. homework
10. landlord
11. inside
12. cabdriver
13. Chinatown
14. lifesaving
15. overhead
16. fireplace
17. schoolteacher
18. Congresswoman
19. cowboy
20. something
21. workforce

B. Which Word Fits Best? Choose the best answer and write it on the line.

1. Her ________________ is from 9:00 A.M. to 5:00 P.M.
(1) workday (2) workout (3) workbench (4) workplace

2. The robber wore a ________________ to hide his identity.
(1) facemask (2) facecloth (3) facedown (4) faceup

3. When the weather is good, his dog stays in the ________________.
(1) backyard (2) backstage (3) backpack (4) backboard

4. You need to put the ________________ on the table before the dishes.
(1) tablespoon (2) tableland (3) tablemate (4) tablecloth

5. I looked at the ________________ to find out who won the election.
(1) sandpaper (2) wallpaper (3) newspaper (4) flypaper

6. His ________________ is Chicago, so he's a U.S. citizen.
(1) birthrate (2) birthplace (3) birthmark (4) birthstone

7. They'll do the laundry tomorrow because it is their ________________.
(1) washday (2) weekday (3) birthday (4) doomsday

8. A hilly area can also be called a ________________.
(1) farmland (2) highland (3) mainland (4) grassland

C. Categories Americans spend most of their money on housing, food, and transportation. Write each word from the box under the correct category. The first word is done for you.

✓airplane
breakfast
carpet
casserole
closet
engine
ferry
hall
menu
motorbike
nutcracker
plasterboard
spaghetti
taxi
woodwork

Housing	**Food**	**Transportation**
______	______	airplane
______	______	______
______	______	______
______	______	______
______	______	______

D. In the Money English has many expressions about money. Write each saying in the box next to its definition. The first one is done for you.

cost an arm and a leg
deep pockets
feel like a million dollars
in the red
make ends meet
✓peanuts

peanuts 1. very little money
______ 2. owing money
______ 3. source of much money
______ 4. earn enough money for your needs
______ 5. have a very high price
______ 6. be very happy and healthy

▶ Lesson 3

A. Making Words Many English words are made up of prefixes and roots. The root gives the basic meaning of the word. The prefix is added to the beginning of the root to change its meaning.

Prefixes		Roots	
Prefix	***Meaning of Prefix***	***Root***	***Meaning of Root***
con-/com-	together	cede/ceed	to go, withdraw
ex-/e-	out of, from	gress	to walk, go
pro-	moving forward or outward	pose	to put, place
re-	backward	tract	to pull, draw

Make new words from the prefixes and roots below. Write each new word on the line. The first one is done for you.

com + pose = compose

con + tract = ____________

ex + ceed = ____________

ex + pose = ____________

pro + gress = ____________

pro + pose = ____________

re + cede = ____________

re + tract = ____________

B. Match the Meanings Write each word from part A on the line next to its meaning.

____________ **1.** agreement

____________ **2.** forward movement

____________ **3.** go beyond

____________ **4.** make, create

____________ **5.** go farther away

____________ **6.** reveal

____________ **7.** suggest

____________ **8.** pull something back

C. Related Words Write the word that fits best in each blank below.

concede
proceed

1. If you'll just _______________ that I'm right, we can _______________ with our discussion.

compose
propose

2. Leah will _______________ a letter explaining her idea. Then she will _______________ it to the whole group.

extract
retract

3. Will the cat _______________ its claws? Then I can _______________ it from the carrier.

D. Making Money Fill each blank with the word that fits best.

coil
designs
finally
furnace
leftover
process
recycled
sorted
tremendous

The U.S. Mint makes all United States coins. The ________1________ starts with long strips of metal rolled into large coils.

The Mint feeds each ________2________ through a press that punches out round discs, called blanks. The ________3________ metal is shredded and ________4________. The Mint heats the blanks in a ________5________ to soften them and runs them through a washer and dryer. The shiny blanks are then ________6________, and good blanks go through a mill that raises a rim around their edges.

And ________7________, the blanks go to the coining press. The press stamps the ________8________ that make them into U.S. coins. This stamping requires ________9________ pressure. Pennies need 40 tons of pressure, and larger coins need more.

Lesson 4

A. Making Words A suffix is added to the end of a root to change its meaning.

Suffix	Meaning of Suffix	Example
-ness	state, quality, condition, degree	happiness
-ism	practice, quality, or doctrine	terrorism
-ous	full of	dangerous
-ward	in the direction of	homeward

Make new words from the suffixes and roots below. Write each new word on the line. Remember to change *y* to *i* before a suffix that starts with a vowel.

Catholic + ism = ____________________

fair + ness = ____________________

felony + ous = ____________________

glory + ous = ____________________

hero + ism = ____________________

sea + ward = ____________________

study + ous = ____________________

thank + ful + ness = ____________________

B. Match the Meanings Write each word from part A on the line next to its meaning.

____________________ **1.** great and wonderful

____________________ **2.** toward the ocean

____________________ **3.** state of being grateful

____________________ **4.** justice

____________________ **5.** a Christian faith

____________________ **6.** bravery

____________________ **7.** always studying

____________________ **8.** criminal

C. Words with *-ion* Another common suffix is *-ion*. It means "act, result, state of." Choose the *-ion* word that best completes each sentence below.

decision
election
erosion
radiation
reaction
tension

1. The heavy rains caused ______________ on the hillside.
2. Our Congressman is running for ______________ to the Senate.
3. At the nuclear plant, controlling ______________ is a serious issue.
4. Tomorrow I must make a ______________ about which job to take.
5. The problems at work caused a lot of ______________ between employees.
6. John smiled when he lost his job. Isn't that a strange ______________?

D. Make the Best of It "Make coffee" means to prepare coffee for drinking. Many other sayings in English also use "make." Write each saying below on the line next to its meaning.

make a play for
make believe
make do
make off with
make or break
make up for

______________________ 1. try to get
______________________ 2. critically important
______________________ 3. pretend
______________________ 4. pay or atone for
______________________ 5. steal
______________________ 6. manage with very little

▶ Lesson 5

A. Analogies An *analogy* expresses a relationship between two sets of ideas. Study these examples.

Chin is to *face* as *toe* is to ____foot____.

(1) toenail (2) leg (3) foot (4) finger

The *chin* is part of the *face*, and the *toe* is part of the *foot*.

Day is to *night* as ____________ is to *dark*.

(1) midnight (2) light (3) afternoon (4) morning

Choice (2) light is correct. *Day* is the opposite of *night* and *light* is the opposite of *dark*.

Choose the word that completes the analogy and write it on the line.

1. *Niece* is to *nephew* as *boy* is to ____________.
(1) brother (2) girl (3) sister (4) cousin

2. *Table* is to *legs* as *car* is to ____________.
(1) wheels (2) hood (3) windshield (4) engine

3. *Year* is to *month* as *day* is to ____________.
(1) hour (2) time (3) year (4) tomorrow

4. *Alike* is to *compare* as *different* is to ____________.
(1) same (2) contrast (3) other (4) some

5. *Thoughts* is to *emotions* as *think* is to ____________.
(1) reason (2) decide (3) feel (4) angry

6. *Quilt* is to *sew* as ____________ is to *knit*.
(1) yarn (2) sweater (3) patchwork (4) needles

7. *Directions* is to *word* as *diagram* is to ____________.
(1) picture (2) book (3) paragraph (4) labels

8. *Steps* is to *process* as *beads* is to ____________.
(1) directions (2) pretty (3) colors (4) necklace

B. Finding Work Fill each blank with the word that fits best.

companies
create
customers
employees
ignore
particular
products
relatives

Are you looking for a job? You'll want to make a list of all the ________________ 1 that could hire you. Think of your past and present employers. And think about other companies—your employer's ________________ 2, suppliers, and competitors. Do they hire people with your skills? Ask friends and ________________ 3 about the places they work.

Read the ads in local newspapers for ________________ 4 or services that interest you. Look at job ads too, even if you're not interested in that ________________ 5 job. You can always write to the companies about a job that you do want.

Use the telephone yellow pages, and check Internet listings. Look for the kind of companies that might hire ________________ 6 with your skills. And finally, don't ________________ 7 small businesses. Companies with 20 or fewer employees ________________ 8 most of the new jobs in the United States.

C. Which Word Doesn't Fit? Consider the meanings of the words below. In each question, pick the word that does not fit with the rest and write it on the line. The first one is done for you.

1. faucet	wrench	valve	pipe	wrench
2. manager	boss	assistant	supervisor	________________
3. confident	anxious	nervous	uneasy	________________
4. plumbing	lighting	heating	repairing	________________
5. skill	talent	mistake	ability	________________

▶ Lesson 6

A. Which Word Fits Best? Choose the best answer and write it on the line.

1. Unless it rains soon, we may have a serious ________________ of water.
(1) shortage (2) passage (3) marriage (4) coverage

2. Can you ________________ this paragraph into Spanish for me?
(1) translate (2) transplant (3) transpose (4) transfer

3. There's a beautiful ________________ inside the wedding band.
(1) description (2) inscription (3) prescription (4) subscription

4. He went to the state ________________ office to try to find a job.
(1) employable (2) employer (3) employed (4) employment

5. The germs made her sick, so the doctor gave her an ________________.
(1) antidepressant (2) antiperspirant (3) antibiotic (4) antifreeze

6. She knows the new equipment. Maybe she can help us ________________ the office.
(1) summarize (2) sterilize (3) equalize (4) modernize

B. Review Compound Words Make compound words by using one word from each box. Write each compound word on the line by its definition. The first one is done for you.

back
✓business
dead
home
out
over
spider
up
ware

bone
come
date
house
land
✓like
line
time
web

businesslike **1.** having a professional manner
________________ **2.** time by which something must happen
________________ **3.** extra work hours
________________ **4.** spine
________________ **5.** make modern or correct
________________ **6.** a place to store goods
________________ **7.** native country
________________ **8.** result
________________ **9.** a trap for insects

C. Analogies Choose the word that completes the analogy and write it on the line.

1. *Sell* is to *buy* as *lend* is to ______________.
   (1) spend (2) loan (3) dollars (4) borrow

2. *City* is to *state* as *mayor* is to ______________.
   (1) governor (2) Congressman (3) councilman (4) president

3. *Wrench* is to *mechanic* as *trowel* is to ______________.
   (1) housekeeper (2) bus driver (3) teacher (4) bricklayer

4. *Seamstress* is to *clothing* as *cabinetmaker* is to ______________.
   (1) furniture (2) sandpaper (3) hinge (4) housing

5. *Paragraph* is to *sentences* as ______________ is to *words.*
   (1) organization (2) letters (3) idea (4) sentence

6. *Six months* is to *year* as ______________ is to *decade.*
   (1) one year (2) five years (3) six years (4) ten years

D. Categories Write each term from the box under the correct category.

brush
buttons
comb
drill
dryer
fabric
hairspray
hammer
ironing board
level
lumber
needle
pins
sawhorse
screwdriver
shampoo
thread
water

Carpenter	**Hairdresser**	**Tailor**

▶ Lesson 7

A. Matching Definitions Read the story. Then write each **boldface** term below on the line next to its definition. The first one is done for you.

The First Woman in Congress

Jeannette Rankin was the first woman to serve in the U.S. Congress. She was elected in 1916, representing the state of Montana.

Rankin believed strongly in peace. Her **ideals** were tested her first day in Congress—April 6, 1917. President Woodrow Wilson asked Congress to **declare** war on Germany, bringing the U.S. into World War I. Rankin voted "no," along with 49 Congressmen. Her vote was **unpopular,** and she lost her seat in the next election.

In 1940, Rankin won a seat in Congress again, **campaigning** on an **antiwar** platform. Then in December 1941, Japan bombed Pearl Harbor. After that attack, Rankin was the only **member** of Congress to vote against entering World War II. Many people were angry with her. But Rankin maintained that going to war was a **disaster.** "You can no more win a war than you can win an earthquake," she said.

That vote cost Rankin her career in **public office.** But she continued to work for peace throughout her life.

ideals
declare
unpopular
campaigning
antiwar
member
✓disaster
public office

disaster **1.** terrible misfortune
_______________ **2.** disliked by many people
_______________ **3.** elected position
_______________ **4.** person belonging to a group
_______________ **5.** running for election
_______________ **6.** opposed to fighting
_______________ **7.** announce formally
_______________ **8.** principles

B. Related Words Write the word that fits best in each blank below.

encouragement
encourages

1. My family ______________ me to make a difference, and their ______________ helps me keep trying.

registered
registration

2. I ______________ to vote last year, but I've moved, so I need to change my ______________.

legislation
legislature

3. The U.S. Congress is the country's ______________, and its role is to pass ______________.

believed
relieved

4. I ______________ that the crisis was over, and I felt very ______________.

hostile
hostility

5. Many people were ______________ to Shirley Chisholm, but their ______________ didn't stop her.

propel
propeller

6. The function of a boat's ______________ is to ______________ the boat through the water.

C. Which Word Doesn't Fit? Consider the meanings of the words below. In each question, pick the word that does not fit with the rest and write it on the line.

1. region	district	address	area	______________
2. weariness	endurance	strength	stamina	______________
3. vow	pledge	promise	vote	______________
4. disperse	accumulate	gather	amass	______________
5. fulfill	task	achieve	accomplish	______________
6. struggle	compete	fight	resolve	______________

▶ Lesson 8

A. Definitions Each sentence below is from the reading in Lesson 8. Choose the best meaning for the word in *italics* and write its number on the line. The first one is done for you

__3__ **1.** Rosa Sanchez is tired of *politicians.*
(1) salespeople (2) celebrities (3) elected leaders (4) rich people

_____ **2.** She wants them to be more *visible.*
(1) happy (2) able to be seen (3) important (4) large

_____ **3.** She calls the police *nearly* every week.
(1) after (2) almost (3) at least (4) before

_____ **4.** I *authorize* the cancellation of any previous registration.
(1) agree to (2) forbid (3) will complete (4) forget

B. Analogies Choose the word that completes the analogy and write it on the line.

1. *Student* is to *learner* as *teacher* is to ________________.
(1) textbook (2) teach (3) instructor (4) classroom

2. *Yesterday* is to *today* as ________________ is to *tomorrow.*
(1) today (2) tomorrow (3) yesterday (4) next week

3. *Police* is to *cops* as *thieves* is to ________________.
(1) arrest (2) alleged (3) crooks (4) politicians

4. *Voter* is to *registration* as *driver* is to ________________.
(1) license (2) car (3) ballot (4) gasoline

5. *Recent* is to *old* as *newfound* is to ________________.
(1) discover (2) newborn (3) longstanding (4) lately

6. *Sort* is to *mix* as *categorize* is to ________________.
(1) combine (2) list (3) arrange (4) separate

7. *Money* is to *financial* as ________________ is to *vocational.*
(1) job (2) classes (3) fun (4) holiday

C. Synonyms Write each word from the box next to its synonym below.

angry
comprehend
correct
hard
information
often
persuade
previous
show
trash
watch
worried

________________ 1. garbage

________________ 2. frequently

________________ 3. observe

________________ 4. display

________________ 5. facts

________________ 6. concerned

________________ 7. true

________________ 8. difficult

________________ 9. convince

________________ 10. understand

________________ 11. enraged

________________ 12. earlier

D. Antonyms Write each word from the box next to its antonym below.

action
cancel
close
defend
farthest
general
married
polluted
previous
question
safe
win

________________ 1. single

________________ 2. prosecute

________________ 3. specific

________________ 4. lose

________________ 5. dangerous

________________ 6. closest

________________ 7. answer

________________ 8. open

________________ 9. following

________________ 10. idleness

________________ 11. pure

________________ 12. continue

▶ Lesson 9

A. Matching Definitions Read the letter. Then write each **boldface** word below on the line next to its definition.

Letter to the Editor

My children attend **elementary** school in this city. I'm concerned because the school is using more and more teacher's **aides.** Most of the aides work hard to **contribute.** But teachers have more training and experience.

The **principal** says the school can't afford to hire more teachers. Every child deserves **individual** help from a **qualified** teacher. It's OK if that means a higher school budget. I would pay higher taxes to help my children be **successful.**

Isabel Washington, Parent of Two

elementary
aides
contribute
principal
individual
qualified
successful

_______________ **1.** person in charge of a school
_______________ **2.** containing the earliest grades
_______________ **3.** one-to-one
_______________ **4.** having accomplished something
_______________ **5.** helpers
_______________ **6.** be of help
_______________ **7.** having the right skills and training

B. Related Words Write the word that fits best in each blank below.

complain
complaint

1. When I _______________ to city hall, the mayor's office always listens to my _______________.

knows
knowledge
knowledgeable

2. She _______________ all about music, and she is also _______________ about politics. Her _______________ is quite varied.

C. Making Words Use these prefixes, roots, and suffixes to make words.

Prefixes	Roots	Suffixes
col-/com- = with, together	lect = gather, choose	-able = capable
dis- = away, apart	miss/mit = send, let go	-al = act, process
ex- = out of	port = carry	- er/-or = person who
im-/in- = in, into	script = write	-ion = act, process, condition
trans- = across	spect = look at	- ment = act, condition

col + lect = ____________________

ex + port = ____________________

im + port = ____________________

trans + mit = ____________________

trans + port = ____________________

port + able = ____________________

com + mit + ment = ____________________

dis + miss + al = ____________________

in + script + ion = ____________________

in + spect + or = ____________________

D. Match the Meanings Write each word from part C on the line next to its meaning.

____________________ **1.** bring together

____________________ **2.** promise, duty

____________________ **3.** act of sending away

____________________ **4.** send out of the country

____________________ **5.** bring into the country

____________________ **6.** an engraving

____________________ **7.** person who examines something

____________________ **8.** able to be carried

____________________ **9.** send across a distance

____________________ **10.** carry across a distance

▶ Lesson 10

A. The Dog and His Reflection Fill each blank with the word that fits best.

admire
astonished
extremely
fiercely
greed
hoard
juicier
puny
realized
reflection
turbulent
vanish

One day, a dog came upon a big, juicy bone. He was __________ 1 pleased and decided to carry it home and bury it with his __________ 2 of treasures.

To get home he needed to cross a large, __________ 3 stream. He trotted across the bridge, looking around for someone to __________ 4 his good luck.

As he peered over the side of the bridge, he was __________ 5 to see another dog looking back at him. And that dog had a big bone in his mouth too.

The first dog said to himself, "His bone is much bigger and __________ 6 than mine. But I'm much stronger than that __________ 7 mutt! I'll take his bone away from him, and then I'll have two!"

The first dog growled, expecting the other dog to be terrified and quickly __________ 8. But the other dog growled back. So the first dog attacked __________ 9. He leaped to sink his fangs in the other dog's neck.

As soon as he opened his mouth, his bone dropped into the water, and the stream swept it away. At that moment, he __________ 10 the other dog was his own __________ 11 in the water. So, because of his __________ 12, instead of two bones, he wound up with nothing.

B. Animal Kingdom Write each animal saying below on the line next to its meaning.

- cash cow
- cry wolf
- dead duck
- lion's share
- monkey business
- sitting duck
- smell a rat
- snail's pace

____________________ **1.** the biggest piece

____________________ **2.** person doomed to failure

____________________ **3.** suspect something is wrong

____________________ **4.** good source of money

____________________ **5.** silliness

____________________ **6.** easy target

____________________ **7.** give a false alarm

____________________ **8.** very slow rate

C. Similar, Opposite, or Unrelated? For each pair of words below, decide whether the meanings are similar, opposite, or unrelated. Check the correct column. The first one is done for you.

Similar	**Opposite**	**Unrelated**	
✓	____	____	**1.** predict *and* foretell
____	____	____	**2.** peak *and* valley
____	____	____	**3.** boastful *and* arrogant
____	____	____	**4.** dissatisfied *and* content
____	____	____	**5.** treasure *and* culture
____	____	____	**6.** absurd *and* sensible
____	____	____	**7.** soar *and* glide
____	____	____	**8.** descriptive *and* disappointed

▶ Lesson 11

A. Matching Definitions Read the story. Then write each **boldface** word below on the line next to its definition.

African Peoples

Africa is the second-largest **continent** in the world. It has a huge variety of landscapes—tropical rain forest, desert, grasslands, and mountains. The peoples of Africa vary widely, too. They include more than 800 **ethnic** groups.

One group is the Kikuyu people. They are the largest ethnic group in Kenya, in East Africa. **Traditionally,** they were farmers and herded sheep and goats. Groups of men—called *mbari*—owned the land **jointly.** Today, many Kikuyu live in cities.

A different group is the Berber people. They've lived in northwestern Africa since **prehistoric** times. Most Berbers are Muslim, and most are herders or farmers. Many live in small villages. Others are **nomadic,** wandering in the desert.

continent
ethnic
traditionally
jointly
prehistoric
nomadic

________________ **1.** before recorded history
________________ **2.** having no fixed home
________________ **3.** together
________________ **4.** large land mass
________________ **5.** sharing a common heritage
________________ **6.** according to past cultural practices

B. Related Words Write the word that fits best in each blank below.

orchestra
orchestral

1. The ________________ will play traditional folk songs in an ________________ arrangement.

sentiments
sentimental

2. The song may sound silly and ________________, but I think the writer's ________________ are sincere.

C. Analogies Choose the word that completes the analogy and write it on the line.

1. *Tuna* is to *fish* as ________________ is to *bird.*
   (1) spider (2) tortoise (3) fox (4) eagle

2. *Flee* is to *escape* as ________________ is to *join.*
   (1) apply (2) application (3) club (4) member

3. *Fable* is to *story* as *diary* is to ________________.
   (1) characters (2) tale (3) thoughts (4) journal

4. *Car* is to *transportation* as *phone* is to ________________.
   (1) proposition (2) retraction (3) communication (4) education

5. *Schedule* is to *chart* as *dictionary* is to ________________.
   (1) pronunciation (2) book (3) word (4) definition

6. *Hymn* is to *sing* as ________________ is to *say.*
   (1) speak (2) song (3) tune (4) prayer

7. *Funeral* is to *mourn* as *party* is to ________________.
   (1) fun (2) celebrate (3) birthday (4) gathering

D. Review Compound Words Make compound words by using one word from each box. Write each compound on the line by its definition.

brain
dress
egg
home
may
new
patch
play

be
comer
ground
maker
power
shell
sick
work

________________ **1.** one who arrived recently

________________ **2.** longing to be home

________________ **3.** intelligence

________________ **4.** seamstress

________________ **5.** perhaps

________________ **6.** a type of quilt

________________ **7.** the outer part of an egg

________________ **8.** a place for children's games

▶ Lesson 12

A. Holidays of Different Cultures People in the U.S. celebrate their different cultures with different holidays. Fill each blank with the word that fits best.

ancestry commemorates ensure parades represent
calendar communities militia religious varies

Chinese New Year comes every spring. The date ________________1 according to the moon. It marks the start of a year on China's traditional ________________2. Families gather, visit with friends, and try to ________________3 good luck. In traditional dances, skillful dancers ________________4 lions and dragons.

Cinco de Mayo means "May 5" in Spanish. It ________________5 the Battle of Puebla, in 1862, when the Mexican ________________6 defeated a larger French army. In the U.S., cities with large Mexican ________________7 often mark the day.

St. Patrick's Day is March 17. St. Patrick is the patron saint of Ireland, and his feast day has long been a ________________8 holiday there. People around the world also celebrate their Irish ________________9 on the day. The first St. Patrick's parade was held in 1762 in New York City. Today, many U.S. cities hold large ________________10.

B. Categories Based on the reading in Part A, write the correct heading on each list below.

Chinese New Year Cinco de Mayo St. Patrick's Day

________________	________________	________________
May 5	March 17	date varies
Mexican	Irish	Chinese
historic battle	patron saint	traditional calendar

C. Which Word Doesn't Fit? Consider the meanings of the words below. In each question, pick the word that does not fit with the rest and write it on the line.

1. refined	polite	raunchy	polished	________________
2. obedience	defiance	resistance	challenge	________________
3. sway	twitch	fidget	rest	________________
4. auditorium	museum	theater	concert hall	________________
5. fresh	musty	stale	moldy	________________
6. frenzied	excited	calm	frantic	________________

D. Definitions Each sentence below is from the reading in Lesson 12. Choose the best meaning for the word in *italics* and write its number on the line.

_______ **1.** No amount of pleading could *dissuade* my mother.
(1) convince to stop (3) cause suffering to
(2) take apart (4) teach

_______ **2.** She was a *fragile* woman in her seventies.
(1) small (2) feverish (3) elderly (4) easily damaged

_______ **3.** My brother was even more *fanatical* than I.
(1) silly (2) cruel (3) creative (4) enthusiastic

_______ **4.** The *emphasis* at the school was mainly language.
(1) loudness (2) stress (3) study (4) subjects

_______ **5.** A real ink pen had to be held in an *awkward* way.
(1) clumsy (2) tight (3) left-handed (4) careful

_______ **6.** The language was a source of *embarrassment.*
(1) happiness (2) knowledge (3) shame (4) understanding

_______ **7.** He had *assigned* her an American name.
(1) given (2) changed (3) pronounced (4) remembered

Answer Key

▼ Lesson 1

A. Compound Words (p. 4)

1. pay + check
2. in + come
3. moth + balls
4. land + slide
5. after + noon
6. every + thing
7. brain + storm
8. home + made
9. hair + dresser
10. council + man

B. Which Word Fits Best? (p. 4)

1. grandmother
2. housewarming
3. nightlight
4. homemaker
5. freelance
6. classroom
7. handbook

C. Synonyms (p. 5)

1. pile
2. money
3. freedom
4. purchase
5. inflate
6. speech
7. section
8. habit
9. amazed
10. justify
11. extravagant
12. essentials

D. Antonyms (p. 5)

1. minimum
2. same
3. review
4. problem
5. cheaper
6. hope
7. borrow
8. conserving
9. creditor
10. necessary
11. lavish
12. regular

▼ Lesson 2

A. Compound Words (p. 6)

1. Thanks / giving
2. every / one
3. tune / up
4. any / thing
5. fire / fighter
6. your / self
7. back / ground
8. hard / working
9. home / work
10. land / lord
11. in / side
12. cab / driver
13. China / town
14. life / saving
15. over / head
16. fire / place
17. school / teacher
18. Congress / woman
19. cow / boy
20. some / thing
21. work / force

B. Which Word Fits Best? (p. 6)

1. workday
2. facemask
3. backyard
4. tablecloth
5. newspaper
6. birthplace
7. washday
8. highland

C. Categories (p. 7)

Housing	Food	Transportation
carpet	breakfast	airplane
closet	casserole	engine
hall	menu	ferry
plasterboard	nutcracker	motorbike
woodwork	spaghetti	taxi

D. In the Money (p. 7)

1. peanuts
2. in the red
3. deep pockets
4. make ends meet
5. cost an arm and a leg
6. feel like a million dollars

▼ Lesson 3

A. Making Words (p. 8)

compose
contract
exceed
expose
progress
propose
recede
retract

B. Match the Meanings (p. 8)

1. contract
2. progress
3. exceed
4. compose

5. recede
6. expose
7. propose
8. retract

C. Related Words (p. 9)

1. concede, proceed
2. compose, propose
3. retract, extract

D. Making Money (p. 9)

1. process
2. coil
3. leftover
4. recycled
5. furnace
6. sorted
7. finally
8. designs
9. tremendous

▼ Lesson 4

A. Making Words (p. 10)

Catholicism
fairness
felonious
glorious
heroism
seaward
studious
thankfulness

B. Match the Meanings (p. 10)

1. glorious
2. seaward
3. thankfulness
4. fairness
5. Catholicism
6. heroism
7. studious
8. felonious

C. Words with *-ion* (p. 11)

1. erosion
2. election
3. radiation
4. decision
5. tension
6. reaction

D. Make the Best of It (p. 11)

1. make a play for
2. make or break
3. make believe
4. make up for
5. make off with
6. make do

▼ Lesson 5

A. Analogies (p. 12)

1. girl
2. wheels
3. hour
4. contrast
5. feel
6. sweater
7. picture
8. necklace

B. Finding Work (p. 13)

1. companies
2. customers
3. relatives
4. products
5. particular
6. employees
7. ignore
8. create

C. Which Word Doesn't Fit? (p. 13)

1. wrench
2. assistant
3. confident
4. repairing
5. mistake

▼ Lesson 6

A. Which Word Fits Best? (p. 14)

1. shortage
2. translate
3. inscription
4. employment
5. antibiotic
6. modernize

B. Review Compound Words (p. 14)

1. businesslike
2. deadline
3. overtime
4. backbone
5. update
6. warehouse
7. homeland
8. outcome
9. spiderweb

C. Analogies (p. 15)

1. borrow
2. governor
3. bricklayer
4. furniture
5. sentence
6. five years

D. Categories (p. 15)

Carpenter	Hairdresser	Tailor
drill	brush	buttons
hammer	comb	fabric
level	dryer	ironing board
lumber	hairspray	needle
sawhorse	shampoo	pins
screwdriver	water	thread

▼ Lesson 7

A. Matching Definitions (p. 16)

1. disaster
2. unpopular
3. public office
4. member
5. campaigning
6. antiwar
7. declare
8. ideals

B. Related Words (p. 17)

1. encourages, encouragement
2. registered, registration
3. legislature, legislation
4. believed, relieved
5. hostile, hostility
6. propeller, propel

C. Which Word Doesn't Fit? (p. 17)

1. address
2. weariness
3. vote
4. disperse
5. task
6. resolve

▼ Lesson 8

A. Definitions (p. 18)

1. (3)
2. (2)
3. (2)
4. (1)

B. Analogies (p. 18)

1. instructor
2. today
3. crooks
4. license
5. longstanding
6. combine
7. job

C. Synonyms (p. 19)

1. trash
2. often
3. watch
4. show
5. information
6. worried
7. correct
8. hard
9. persuade
10. comprehend
11. angry
12. previous

D. Antonyms (p. 19)

1. married
2. defend
3. general
4. win
5. safe
6. farthest
7. question
8. close
9. previous
10. action
11. polluted
12. cancel

▼ Lesson 9

A. Matching Definitions (p. 20)

1. principal
2. elementary
3. individual
4. successful
5. aides
6. contribute
7. qualified

B. Related Words (p. 20)

1. complain, complaint
2. knows, knowledgeable, knowledge

C. Making Words (p. 21)

collect
export
import
transmit
transport
portable
commitment
dismissal
inscription
inspector

D. Match the Meanings (p. 21)

1. collect
2. commitment
3. dismissal
4. export
5. import
6. inscription
7. inspector
8. portable
9. transmit
10. transport

▼ Lesson 10

A. The Dog and His Reflection (p. 22)
1. extremely
2. hoard
3. turbulent
4. admire
5. astonished
6. juicier
7. puny
8. vanish
9. fiercely
10. realized
11. reflection
12. greed

B. Animal Kingdom (p. 23)
1. lion's share
2. dead duck
3. smell a rat
4. cash cow
5. monkey business
6. sitting duck
7. cry wolf
8. snail's pace

C. Similar, Opposite, or Unrelated? (p. 23)
1. similar
2. opposite
3. similar
4. opposite
5. unrelated
6. opposite
7. similar
8. unrelated

▼ Lesson 11

A. Matching Definitions (p. 24)
1. prehistoric
2. nomadic
3. jointly
4. continent
5. ethnic
6. traditionally

B. Related Words (p. 24)
1. orchestra, orchestral
2. sentimental, sentiments

C. Analogies (p. 25)
1. eagle
2. apply
3. journal
4. communication
5. book
6. prayer
7. celebrate

D. Review Compound Words (p. 25)
1. newcomer
2. homesick
3. brainpower
4. dressmaker
5. maybe
6. patchwork
7. eggshell
8. playground

▼ Lesson 12

A. Holidays of Different Cultures (p. 26)
1. varies
2. calendar
3. ensure
4. represent
5. commemorates
6. militia
7. communities
8. religious
9. ancestry
10. parades

B. Categories (p. 26)

Cinco de Mayo
May 5
Mexican
historic battle

St. Patrick's Day
March 17
Irish
patron saint

Chinese New Year
date varies
Chinese
traditional calendar

C. Which Word Doesn't Fit (p. 27)
1. raunchy
2. obedience
3. rest
4. museum
5. fresh
6. calm

D. Definitions (p. 27)
1. (1)
2. (4)
3. (4)
4. (2)
5. (1)
6. (3)
7. (1)

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Introduction

Welcome to New Readers Press's *Voyager 6.* In this book, you will build your reading, writing, listening, and speaking skills. You will improve your understanding of what you read. You will work with familiar types of reading selections, such as stories, articles, speeches, and plays. You will also work with everyday forms, documents, and graphics.

This book has four units. Each unit is based on a theme that reflects our day-to-day lives. In *Voyager 6,* you will be exploring these themes:

- Success at Work
- Taking a Stand
- Relationships
- Insights

Within each theme-based unit, you will find three lessons. Each lesson has the following features:

- **Before You Read:** a strategy to help you understand what you read
- **Reading:** a story, article, biography, autobiography, speech, play, or other type of reading
- **After You Read:** questions and activities about the reading
- **Think About It:** a reading skill that will help you understand what you read
- **Write About It:** an activity to improve your writing skills
- **Life Skill:** an activity to help you understand and interpret real-life reading material

We hope you enjoy exploring the themes and mastering the skills found in *Voyager 6.* We also invite you to continue your studies with the next book in our series, *Voyager 7.*

Student Self-Assessment #1

Before you begin the Skills Preview, do this self-assessment. Share your responses with your instructor.

Reading	Good at this	Need help	Don't know how to do this
I can read and understand			
1. stories, poems, biographies, fables, and essays			
2. articles in magazines, newspapers, books, and letters			
3. paycheck stubs, forms, and applications			
4. charts, graphs, diagrams, maps, and time lines			
5. political cartoons			
When I read, I can			
1. figure out new words by using context clues			
2. empathize with characters in a story			
3. use what I already know to help me understand			
4. skim to get a general idea of the reading material			
5. try to predict what is coming next			
6. visualize what I read			
7. identify cause and effect relationships			
8. identify facts and opinions			
9. identify the main idea, details, and theme			
10. compare and contrast information			
11. make inferences about information not stated			
12. summarize what I've read			

Writing	Good at this	Need help	Don't know how to do this
I can fill in or write			
1. paragraphs with a topic sentence and supporting details			
2. forms and applications			
3. business and friendly letters			
4. stories and biographical sketches			
5. my opinion on an issue			
6. dialogue			
7. an article based on comparisons and contrasts			
8. an article based on cause and effect			
When I write, I can			
1. think of good ideas			
2. organize my ideas			
3. use facts, examples, or reasons to support my main ideas			
4. express myself clearly so others understand			
5. revise my writing to improve it			
6. edit my writing to make subjects and verbs agree			
7. write and punctuate compound and complex sentences correctly			
8. use the correct forms of pronouns			

Skills Preview

This preview will give you an idea of the kinds of readings and skills covered in this book. Before you begin Unit 1, please complete the entire preview. Then share your work with your instructor.

Reading Skills Preview

Read each passage and answer the questions that follow.

When Love Is Not Enough

Most people know that falling-in-love feeling. Two people want to be together all the time. They feel that they don't need anyone else to make life complete. But what happens when the honeymoon is over? Dr. Stacey Oliker, a scientist in Wisconsin, did a study to answer that question.

Oliker wrote a book about her findings. She called it *Best Friends and Marriage.* In it she says, "Couples may find themselves in trouble if they focus solely on each other and ignore their social network. Without time apart, they may lose their sense of self and become too dependent on each other."

The study showed that strong marriages also depend on other relationships. In these marriages, both spouses have friends and family they care about besides their spouse.

Who rated happiest in the study? Dr. Oliker says, "It was the people who had a wide circle of friends, plus one or two best friends, as well as a romantic relationship."

Laurette Payne is a marriage counselor in New York City. She agrees with Oliker's study. "It doesn't matter how much you love someone. A spouse simply can't fill all of your emotional needs," Payne warns.

Choose the best answer for each question.

1. What is the main idea of the passage?
   (1) Dr. Oliker wrote a book about her study.
   (2) Most people know that falling-in-love feeling.
   (3) A marriage counselor agrees with the study.
   (4) In strong marriages, both spouses have other friends.

2. Which of the following statements is an opinion?
   (1) Stacey Oliker is a scientist in Wisconsin.
   (2) Couples should have other friends.
   (3) Dr. Oliker's book is called *Best Friends and Marriage.*
   (4) Laurette Payne is a marriage counselor.

The Fifth Time [redacted]

Luis Delgado

Luis Delgado was a student at the Center for Alternative Sentencing and Employment Services (CASES) in New York City when he wrote this article.

Some of the streets of New York are bad because it's all about drugs. This used to be my life—selling drugs. I have been arrested five times for drug-related crimes, but never spent any time in the pen. It wasn't until the fifth time I was arrested that my mind got opened.

The first time I got arrested I wasn't even a drug dealer. In fact, I had never sold drugs in my life up to that point. I was on Ogden Avenue in the Bronx cutting my friend Oscar's hair. I stood over him as he sat in a chair on the sidewalk in front of a parking lot. I didn't know that Oscar was selling drugs at the time. While I was cutting his hair, an undercover cop asked me if I was selling Total Control (heroin). I told him, "No, I'm cutting my friend's hair." The cop left us, but five minutes later two blue police vans and three cop cars rushed at us from each side of the block, came to a sudden stop around us, and trapped us with no place to go. About 10 undercover cops jumped out of the vehicles. . . . They took me to the precinct and held me there 48 hours before I saw a judge. I got released, and the next day the charges were dropped. I thought it was fun getting arrested. Right after I got released I started selling drugs by taking over Oscar's business because he was still locked up.

About six months later I got arrested for the second time. I sold drugs to an undercover cop. . . . I was in jail for 27 hours. The charges were dropped the next day.

The third time I got arrested for selling drugs was about three months later. When I came before the judge, I didn't want to listen to him. He told me that if he saw me in his courtroom again, he would give me 25 years in jail, and that I wouldn't be able to see my family. When I got home that day, my mother told me to stay away from the drugs, but I didn't listen to her either. I only paid attention to my money. I didn't care how many times I got arrested.

That summer I got bagged again. It was my fourth arrest. Three days later we were released and the charges were dropped.

The fifth time I got arrested, . . . the cop found a bundle with nine bags of Total Control in it. . . . I knew for sure that I was going to do time and I was only 18 years old.

The judge asked me if I had any family present in the courtroom. My mother, my wife and my two daughters were there along with my two brothers and my sister. The judge said to me, "Luis Delgado, I'm going to make a deal with you because I feel bad putting an 18-year-old kid in jail with two daughters to support." He released me to my mother's care and sentenced me to CASES for six months. As I was leaving his courtroom, he yelled after me, "Stay out of trouble this time!"

For once in my life I listened, and today I am doing good at CASES. I am studying and building my skills so that one day I can pass the GED test and much more. I am doing a lot of art work and computer stuff. I spend more time with my family playing with my daughters and my brothers. This is the way I want my life to go.

Peace to all my people—Black, White, and Puerto Rican. Please do the right thing. Stay away from trouble or else you pay! It took me five times to wake up, but some of you may not be so lucky.

Choose the best answer for each question.

3. What caused Luis Delgado to take over Oscar's business?
(1) Luis was charged with selling drugs.
(2) Luis needed money.
(3) Oscar was put in jail.
(4) Luis cut Oscar's hair.

4. You can infer that CASES is
(1) a prison in New York
(2) a training program for people on probation
(3) a place where convicts go who have children
(4) a rehab program for heroin addicts

5. From the fourth paragraph, you can infer that Delgado sold drugs because
(1) he was mad at his mother
(2) the judge went easy on him
(3) he didn't want to see his family
(4) he wanted to make money

6. What is the theme of "The Fifth Time"?
(1) It can be fun and easy to sell drugs.
(2) If you get away from drugs, your life can be better.
(3) You can make a lot of money selling drugs.
(4) Friends can get you into trouble.

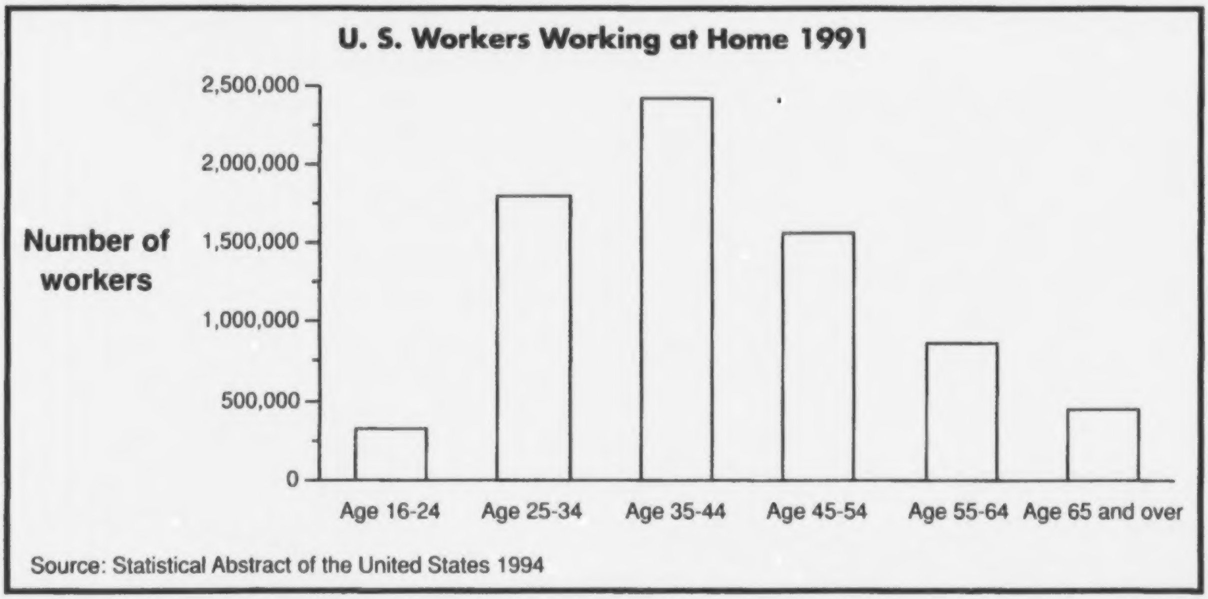
Home Is Where the Job Is

Each year, more and more people are doing their jobs from their own homes. In fact, more than 7.5 million people work at home now. Some of them work for companies, doing most of their work from home and going to the office once a week. They may have a computer at home that can access their company's computer system. Salespeople may be on the road so much that they don't have a real office at their company. Other people run their own businesses from home. These businesses include everything from auto repair to making yo-yos. Home-based businesses pump millions of dollars into the U.S. economy each year.

Working at home has many advantages. It gives people a flexible schedule. It saves them money because they don't have to pay as much for transportation, lunches, and business clothes. It also allows workers to more easily juggle child care with their jobs. As the following graph shows, more people of child-rearing age (ages 35–44) work at home than any other age group.

A good example is Mary Shaffer. She runs a beauty parlor in her house. Before she opened her business, she worked as a secretary. "I spend more time with my kids now," she says. "I'm here when they come home from school." She has raised three children while building her home-based business.

The graph below shows the number of U.S. workers in various age groups who worked at home in 1991.



Source: Statistical Abstract of the United States 1994

Choose the best answer for each question.

7. The main idea of the second paragraph is that
   (1) people 35 to 44 are most likely to work at home
   (2) transportation can be expensive
   (3) working at home has many advantages
   (4) home-based workers have flexible schedules

8. Mary Shaffer spends more time with her children now because
   (1) she works at home
   (2) she runs a beauty parlor
   (3) there are three of them
   (4) her business is so successful

9. The passage contrasts people who work in business offices with
   (1) people who don't have jobs
   (2) people who work at home
   (3) salespeople
   (4) secretaries

10. Look at the bar for the 16–24 age group on the graph. Which other age group has almost the same number of people working at home?
   (1) age 25–34
   (2) age 35–44
   (3) age 55–64
   (4) age 65 and over

Write About It

On a separate piece of paper, write about the topic below. Then use the Revising Checklist to revise your draft.

Topic Do you think it's harder for minorities and women to find jobs than it is for other U.S. workers? Why or why not? Write one or more paragraphs to explain your opinion.

Revising Checklist

Revise your draft. Check that your draft

_____ clearly states your opinion
_____ includes reasons to support your opinion
_____ includes details or examples to explain your reasons

Skills Preview Answers

Reading Skills Preview

1. (4)	**6.** (2)
2. (2)	**7.** (3)
3. (3)	**8.** (1)
4. (2)	**9.** (2)
5. (4)	**10.** (4)

Write About It

Make changes to your first draft to improve your writing. Then recopy your draft and share it with your instructor.

Skills Chart

The questions in the Skills Preview assess familiarity with the following skills:

Question	Skill
1	identify the main idea and details
2	identify facts and opinions
3	understand cause and effect
4	make inferences
5	make inferences
6	identify theme
7	identify the main idea and details
8	understand cause and effect
9	compare and contrast
10	compare and contrast

Unit 1 Success at Work

Annual
Awards
Ceremony

Success at work can mean many different things. It can mean performing your job duties well. It can mean living up to your employer's expectations. Successful workers are often team players. They respect their co-workers and are respected in return. Successful workers also take pride in their work, getting satisfaction from doing a job well. In Unit 1, you will read about people in a variety of jobs and evaluate how successful you think they are.

Before you begin Unit 1, think about how you define success at work. What would you add to or change in the description above?

Be an Active Reader

As you read the selections in this unit

- Put a question mark (?) by things you do not understand.
- Underline words you do not know. Try to use context clues to figure them out.

After you read each selection in this unit

- Reread sections you marked with a question mark (?). If they still do not make sense, discuss them with a partner or your instructor.
- Look at words you underlined. Discuss any words you still don't understand with a partner or your instructor, or look them up in a dictionary.

Lesson 1

LEARNING GOALS

Strategy: Empathize with others
Reading: Read a personal account
Skill: Understand cause and effect
Writing: Explain how to do something
Life Skill: Read a paycheck stub

Before You Read

The reading in this lesson is a **personal account** about something that happened to the author. The author was a student when she wrote this account. It describes what happened when she and her husband bought a delicatessen, a store that sells cold cuts, sandwiches, and salads for takeout.

Before you read "The Deli," use the activity below to **empathize with,** or be sensitive to, the feelings of people in the story. Learning to empathize will help you better understand the characters in the stories you read. To practice, read each situation and write how you think the person feels.

1. George was alone in the new house when he heard a noise in the night. ______________

____

2. Tomás was unfairly accused of stealing at his new job. ______________

____

3. Elisha cheered as her daughter scored the winning basket. ______________

____

4. Kate hurried to finish the job before closing time. ______________

____

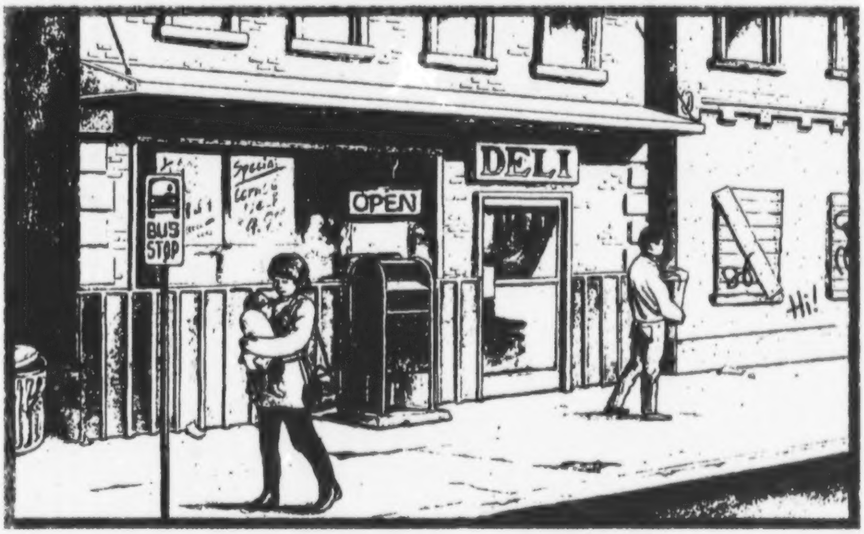
Preview the Reading

Before you read "The Deli," preview it. Look at the pictures. What do you think "The Deli" will be about? Do you think the woman enjoys running the business?

Use the Strategy
As you read, try to empathize with the people in Carmen's story. How do you think they each feel about the deli?

The Deli

Carmen Machin

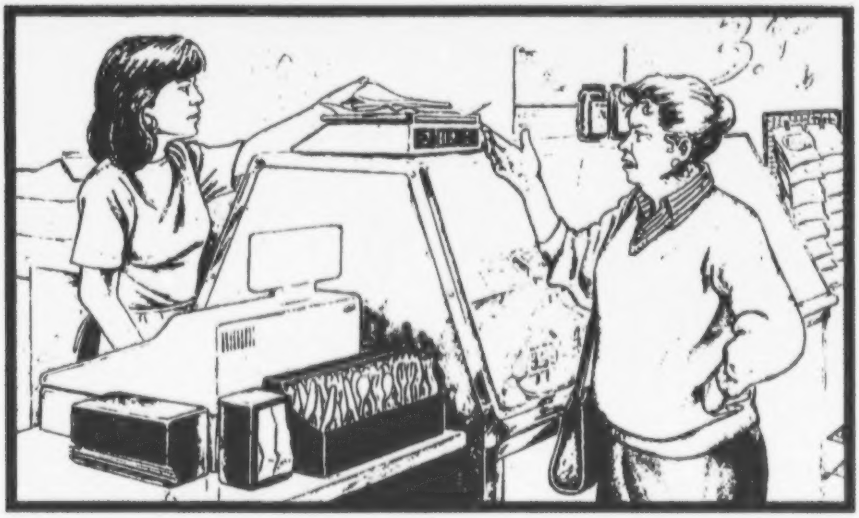


My husband and I were about a year into wedded bliss, when we were made an offer we couldn't refuse. There was a delicatessen whose owner was anxious to sell. He was moving to another state. We could have the store at payments we could afford. We accepted. There was an apartment behind and connected to it which was included in the deal. We had no idea what the neighborhood was like, but with youthful energy and optimism, we moved in.

The first week was tragic. The days passed and the end of the month approached. We realized that if things continued as they were, we would not only be unable to make the payments, but would probably have to close the doors. In the midst of this anxiety was the surly attitude of the customers.

Check-in ▶ How do you think the Machins felt about their new opportunity? How would you feel?

One lady in particular seemed to enjoy my discomfort and attempts at self-control. On each of her trips into the establishment, she accused us of underweighing the cold cuts and salads or of miscounting her change. For weeks I remained courteous and patient before her onslaught. I did not want to alienate the very few customers that we had.



Then suddenly, we began to see new faces. Our business started a definite upward swing. Even our first customers seemed more pleasant. All, that is, except HER. The day came when I felt I could no longer tolerate her attacks. Still smiling, I suggested that since we did not seem to be able to satisfy her, it might be a good idea if she went elsewhere. She burst out laughing. In her thick Irish brogue[1] she proclaimed to the other customers who were there at the time, that at last she had made me show some "backbone." Then she turned to me and said: "I wondered how long you'd be taking it." She went on to marvel at the bravery or innocence of two "spics" moving into an Irish neighborhood. I stood there in complete awe. The other customers assured me that they had, at first, abandoned the store when they heard that "spics were buying," but that, thanks to Madeline Hannon, for that was our tormentor's name, they had, one by one, come back.

---

[1] **brogue:** strong accent, especially Irish.

Check-in ▶ Think about how Madeline Hannon felt during this confrontation with Carmen. How did Carmen feel? Can you empathize with each of them?

New York is a great big city. Most folks call it unfriendly, and yet, I never found it so. This area, from 96th Street to 100 Street, between Amsterdam and Columbus avenues, was absolutely small townish. Everyone knew everybody else and most were related in some way. Outsiders who moved in had to prove themselves worthy of acceptance or remain forever strangers. We were fortunate. Even the local gang, called the "Dukes," on whose turf our place was located, accepted us wholeheartedly.

The "Dukes," unknown to us, had terrorized all the shopkeepers in the area. In order to be able to stay in business without being harassed by vandalism, shoplifting, out and out robberies, and, in certain cases, beatings, the Dukes were paid whatever they felt the traffic would bear. In their opinion, we were to be no exception.

One day three of the young men swaggered into the store. At the time, my husband was in the cellar arranging a shipment of merchandise that had just arrived. Expecting him momentarily, I was preparing a sandwich which was to be my lunch. As I glanced up, I saw one of them quickly grab some Hostess Cupcakes and put them in his pocket. Another leaned against the fruit bin which was immediately minus an apple.

Such was my naiveté[2] that I firmly believed the only reason anyone stole food was hunger. My heart broke and at the same time opened and embraced them in the mother syndrome. They asked to speak to my husband. "He's not here at the moment. If you don't mind waiting, he should be back in a jiffy." They nodded.

Check-in ▶ What do the words "my heart broke" tell you? Do you think Carmen empathized with the three young men? How did she feel toward them?

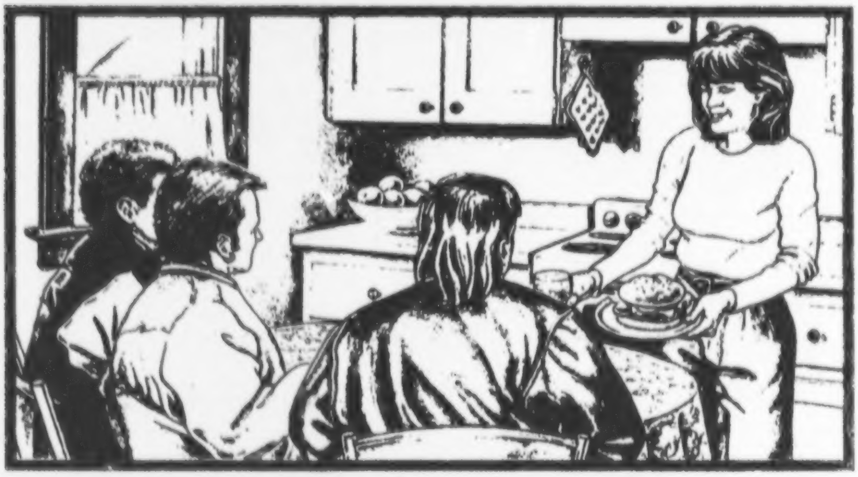
As they started to turn to walk around the customer area, I proceeded to introduce myself and, at the same time, commenced making three more sandwiches. While I made small talk (actually, it was a monologue[3]) they stood silent, looking fiercely, albeit[4] hungrily, at the masterpieces I was concocting: Italian rolls, piled high with juicy roast pork and, on top, my husband's wonderful homemade cole slaw. I placed them on paper plates along with pickles and plenty of potato chips. Then I said, "Come on, you'll have to eat in the kitchen, because we're not licensed to serve in the store. Do you want milk or soda?"

---

[2] **naiveté:** innocence, trust.

"Don't you know who we are?"

"I've seen you around, but I don't know your names," I replied. They looked at me in disbelief. Shrugging their shoulders, they marched as one into the kitchen, which was the first room behind the store.



They ate to their hearts' content. Before they left, they emptied their pockets, depositing each stolen article in its appointed place. No apologies were given, none were expected. But from that day on, we were protected, and the only payment we ever made was that which we also received: friendship, trust, and acceptance.

---

[3] **monologue:** a long speech made by one person.
[4] **albeit:** although.

Final Check-in
How did Carmen feel about the Dukes? How do you think the Dukes felt after Carmen gave them sandwiches?

After You Read

A. Comprehension Check

1. In the first few weeks, Machin's Deli
   (1) lost money
   (2) got new customers
   (3) became well-known
   (4) angered the gangs

2. Madeline Hannon thinks an important character trait is
   (1) empathy
   (2) bravery
   (3) patience
   (4) self-control

3. Why do the Dukes want to speak to Carmen's husband?
   (1) to order sandwiches
   (2) to apply for jobs
   (3) to warn him about other gangs
   (4) to demand protection payment

4. Why do the customers and the Dukes come to accept the Machins?
   (1) The Machins sell good sandwiches.
   (2) Carmen stood up to Madeline Hannon.
   (3) The Machins are Hispanic.
   (4) The Machins treat them with respect.

B. Revisit the Reading Strategy Put yourself in Carmen's place. Do you think her optimism and naiveté, or innocence, helped her empathize with other people's feelings? Think about how she felt when she saw the Dukes stealing food. What other qualities might help one person empathize with another? Discuss these questions.

C. Think beyond the Reading Carmen treated the Dukes with courtesy, and they responded with friendship, trust, and acceptance. Have you ever been suspicious of someone and then been pleasantly surprised? Have you ever thought someone was nicer than they turned out to be? Discuss these questions with a partner.

Think About It: Understand Cause and Effect

In a **cause-and-effect** relationship, one event or condition makes another one happen. The **cause** is the reason why something happens. The **effect** is the result, or outcome, of the cause.

A. Look at Cause and Effect

The effect is often mentioned first even though it happens last. Sometimes the word *because* signals a cause-and-effect relationship:

The Machins bought the deli *because* the owner made an offer they couldn't refuse.

Cause	Effect
The owner made an offer the Machins couldn't refuse.	They bought the deli.

The word *because* won't always be there to show a cause-and-effect relationship. More often, you have to infer the relationship. Here's an example from "The Deli":

> ▶ There was a delicatessen whose owner was anxious to sell. He was moving to another state.

Cause	Effect
The owner was moving to another state.	He was anxious to sell.

B. Practice Find the cause and the effect in the following excerpts, and fill in the boxes in your own words.

1. ▶ For weeks I remained courteous and patient before her onslaught. I did not want to alienate the very few customers that we had.

Cause	Effect

2. ▶ The day came when I felt I could no longer tolerate [Madeline's] attacks. Still smiling, I suggested that . . . it might be a good idea if she went elsewhere.

Cause	→	Effect
	→	

3. ▶ I firmly believed the only reason anyone stole food was hunger. My heart broke and at the same time opened and embraced them in the mother syndrome.

Cause	→	Effect
	→	

Find two cause-and-effect relationships in this passage.

4. ▶ The other customers assured me that they had, at first, abandoned the store when they heard that "spics were buying," but that, thanks to Madeline Hannon . . . they had . . . come back.

Cause	→	Effect
	→	
	→	

▶ Talk About It

In a small group, **summarize** "The Deli." To summarize, you retell, in a few sentences, the most important information. Tell about

- buying the store
- the Dukes
- Madeline Hannon
- the lesson that the Machins learned

Each person in your group can summarize a different part. Be sure that together the group summarizes the whole reading selection.

Write About It: Explain How to Do Something

In every job, you need to know how to do certain tasks. In "The Deli," the author explains how she prepared sandwiches for the Dukes. In this activity, you will explain in writing how to do something.

A. Prewriting Think of something you know how to do well. For example, you might know how to build a bookcase, paint a room, or make a special recipe. Break the task into steps and number each step. In this example, the steps for using a computer to write something are given.

Using a Computer to Write

1. Turn on the monitor and the computer.
2. Open the word processing program.
3. Open a new file.
4. Type a draft.
5. Revise and edit your draft.
6. Print a copy of your writing.
7. Save the file containing your work.
8. Close the file and the word processing program. Turn off the monitor and the computer.

On separate paper, make your own list. Write the name of the task you are going to explain. Then list and number all the steps involved. List as many steps as needed.

B. Writing Using the numbered steps from your list, write an explanation of how to do the task. Start with a topic sentence that states the task. Then write the steps that explain how to do the task. Make sure to include enough detail so your explanation is clear.

▶ **Save your draft.** At the end of this unit, you will choose one of your drafts to work with further.

Life Skill: Read a Paycheck Stub

When their business improved, the Machins could have hired a helper. This worker would receive a weekly paycheck with a stub attached. A paycheck stub contains a summary of the worker's pay for the current pay period: hours worked, wages earned, taxes, and other deductions. The worker could cash or deposit the check at the bank, keeping the stub for her records.

Practice The paycheck stub below shows one week's earnings for Louise Twofeathers at Machin's Deli. Read it, and answer the questions that follow.

Machin's Deli STATEMENT OF EARNINGS WEEK ENDING April 7

Name Louise Twofeathers Soc. Sec. No. 000-00-0000

PAYMENT DESCRIPTION	HOURLY RATE	NUMBER OF HOURS	GROSS THIS PERIOD	YEAR-TO-DATE
Hours Worked	$7.00	32	$224.00	$3,640.00
Sick Hours	$7.00	8	$ 56.00	$ 168.00
Vacation Hours	$7.00	0	$ 00.00	$ 112.00
TOTAL		**40**	**$280.00**	**$3,920.00**

TAXES	CURRENT AMOUNT/YEAR-TO-DATE	
Federal	$42.00	$588.00
State	$ 7.27	$101.78
City	$ 3.94	$ 55.16
Social Security Tax	$17.36	$243.04
Medicare Tax	$ 4.06	$ 56.84
TOTAL	**$74.63**	**$1,044.82**

OTHER DEDUCTIONS	CURRENT AMOUNT/YEAR-TO-DATE	
Health Insurance	$15.00	$210.00
Credit Union	$10.00	$140.00
TOTAL	**$25.00**	**$350.00**

CHECK SUMMARY	CHECK DATE	CURRENT GROSS	CURRENT TAXES & DEDUCTIONS	CURRENT NET	YEAR-TO-DATE NET
	APRIL 14	$280.00	$99.63	$180.37	$2,525.18

1. How many hours did Louise work this week? ______________________

2. How much was withheld from Louise's check for federal taxes this week? __________

3. How much were Louise's deductions, other than taxes? ______________________

4. Did Louise have any sick time this week? If so, how much? ______________________

5. How much did Louise take home after taxes and deductions? ______________________

Lesson 2 ▶ LEARNING GOALS

Strategy: Use your prior experience
Reading: Read job performance evaluations
Skill: Identify facts and opinions
Writing: Write a performance evaluation
Life Skill: Fill in a vacation request form

Before You Read

In "Evaluation Time" you will read about three employees of a company. The reading selection also includes these employees' job performance evaluations. The evaluations were written by their supervisors. You can use your **prior experience**—your own past experiences, observations, and reading—to help you understand what you read. Have you ever been evaluated by someone for a job you have done? What skills, actions, or attitudes do you think employers evaluate? On the lines below, list some things a supervisor might consider when evaluating a worker.

Preview the Reading

Preview "Evaluation Time" by looking at how the performance evaluation forms are organized. Notice that there is a place on each form for the supervisor's comments.

▶ **Use the Strategy**
As you read, use your prior experience to judge each employee's job performance. Who was rated highly? Who was given a warning?

Evaluation Time

Bluebell Foods, Inc., has a chain of 15 pastry shops throughout the city. It employs many people. All employees are regularly evaluated by their immediate supervisors. Alice Ling is having her annual evaluation. Felipe Gonzalez and Jill Blanchard are having their first evaluation since being hired six months ago.

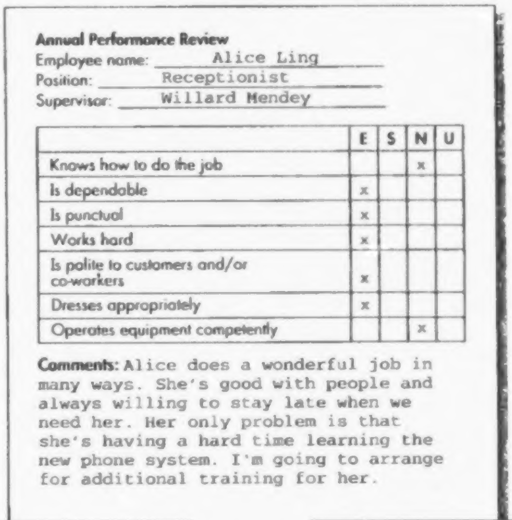
Alice Ling is the company receptionist at corporate headquarters. Her main duties are answering the phone, greeting people, and handling the mail. Since she is the first person many customers and vendors see, she must be well-groomed. Alice never finished high school. She was hired soon after Bluebell opened and has worked for the company for 30 years.

Felipe Gonzalez is a warehouse worker in his early thirties. He completed preparatory school—similar to high school in the U.S., but more advanced—in his home country, Mexico. He transports and stacks pastry mixes. The mixes come in 100-pound sacks, which are stored in boxes on flats. Felipe stacks the flats with a forklift, making sure the different mixes are stacked in their proper place in the warehouse. He has to work fast but without damaging anything. Safety and cleanliness are top priorities in his job.

Jill Blanchard, a high school junior, is a part-time sales clerk at the shop in Mt. Pleasant. She must operate the cash register, make change, and respond to customers' requests. She has to be familiar with sales promotions. To increase sales, she is supposed to suggest additional items to customers. The company wants the clerks to be helpful and pleasant to customers, but visits from friends are discouraged. Appearance and hygiene are important.

Check-in ▶ Which of the three employees do you think would get the highest rating? Why do you think so?

Performance evaluations for these three employees are shown below. **E** stands for Excellent, **S** for Satisfactory, **N** for Needs Improvement, and **U** for Unsatisfactory.



Annual Performance Review

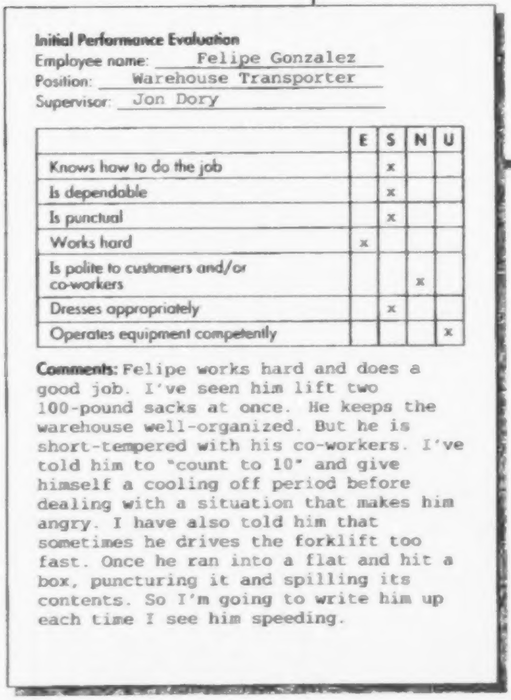
Employee name: Alice Ling

Position: Receptionist

Supervisor: Willard Mendey

	E	S	N	U
Knows how to do the job			x	
Is dependable	x			
Is punctual	x			
Works hard	x			
Is polite to customers and/or co-workers	x			
Dresses appropriately	x			
Operates equipment competently			x	

Comments: Alice does a wonderful job in many ways. She's good with people and always willing to stay late when we need her. Her only problem is that she's having a hard time learning the new phone system. I'm going to arrange for additional training for her.



Initial Performance Evaluation

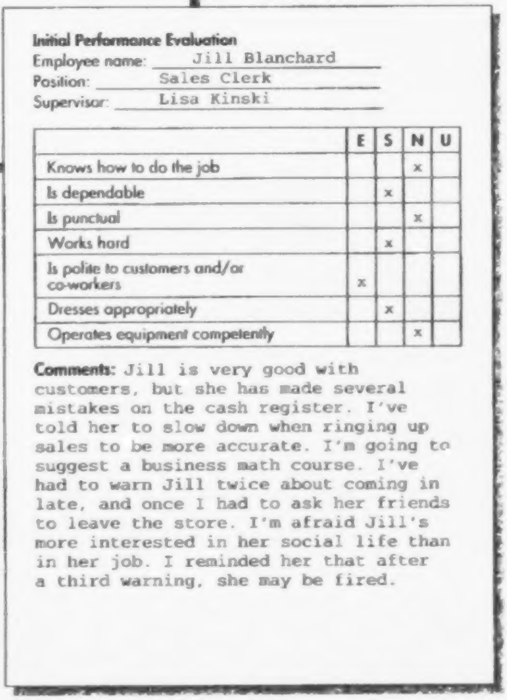
Employee name: Felipe Gonzalez

Position: Warehouse Transporter

Supervisor: Jon Dory

	E	S	N	U
Knows how to do the job		x		
Is dependable		x		
Is punctual		x		
Works hard	x			
Is polite to customers and/or co-workers			x	
Dresses appropriately		x		
Operates equipment competently				x

Comments: Felipe works hard and does a good job. I've seen him lift two 100-pound sacks at once. He keeps the warehouse well-organized. But he is short-tempered with his co-workers. I've told him to "count to 10" and give himself a cooling off period before dealing with a situation that makes him angry. I have also told him that sometimes he drives the forklift too fast. Once he ran into a flat and hit a box, puncturing it and spilling its contents. So I'm going to write him up each time I see him speeding.



Initial Performance Evaluation

Employee name: Jill Blanchard

Position: Sales Clerk

Supervisor: Lisa Kinski

	E	S	N	U
Knows how to do the job			x	
Is dependable		x		
Is punctual			x	
Works hard		x		
Is polite to customers and/or co-workers	x			
Dresses appropriately		x		
Operates equipment competently			x	

Comments: Jill is very good with customers, but she has made several mistakes on the cash register. I've told her to slow down when ringing up sales to be more accurate. I'm going to suggest a business math course. I've had to warn Jill twice about coming in late, and once I had to ask her friends to leave the store. I'm afraid Jill's more interested in her social life than in her job. I reminded her that after a third warning, she may be fired.

Final Check-in

Have you ever had a performance evaluation? In what ways was it similar to these? How was it different?

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After You Read

A. Comprehension Check

1. Alice Ling went to work for Bluebell Foods
   (1) after high school graduation
   (2) six months ago
   (3) 30 years ago
   (4) when Bluebell had 15 stores

2. Felipe Gonzalez
   (1) is from Spain
   (2) works in a pastry shop
   (3) operates a forklift
   (4) is not very strong

3. Jill Blanchard
   (1) is very punctual
   (2) is good at math
   (3) doesn't have many friends
   (4) is good with customers

4. Bluebell Foods
   (1) has a new phone system
   (2) sells mainly meat and fish
   (3) has shops throughout the state
   (4) employs mostly women

5. Which employee do you think is in danger of getting fired? Why? ____________________

   ____

B. Revisit the Reading Strategy Read the statements below. Using your prior experience, state whether you agree or disagree with each one and why.

1. A performance evaluation is the best way to judge an employee's job skills. __________

   ____

2. An employer has no business telling workers what to wear. ____________________

   ____

3. You can take pride in any job. ____

   ____

C. Think beyond the Reading Think about a performance evaluation you have had. Did you think it was fair? How would you rate yourself as an employee? Make a form like the ones on page 26 and mark the areas in which you think your work is Excellent, is Satisfactory, Needs Improvement, or is Unsatisfactory. Compare charts with a partner. Discuss the qualities of a good employee.

Think About It: Identify Facts and Opinions

A **fact** is a statement that can be shown to be true. An **opinion** is a statement of belief, a guess, or a prediction. For example, you might say, "Joe makes pies at the Bluebell Pastry Shop." That's a fact. It can be shown to be true. But if you say, "Joe makes the best pies in town," that's an opinion. It cannot be shown to be true.

The first page of "Evaluation Time" is factual. It consists mainly of job descriptions. But the evaluations themselves contain both facts and opinions. Notice how this supervisor gave two opinions before stating one fact:

> ▶ Alice does a wonderful job in many ways. She's good with people and always willing to stay late when we need her.

The only fact here is that Alice is always willing to stay late. The statements that she does a wonderful job and is good with people are opinions.

A. Look at Facts and Opinions

To decide whether a statement is a fact or an opinion, ask yourself whether it can be shown to be true. You'll find opinions you agree with and opinions you disagree with, but opinions can't be shown to be true.

In this example from the performance evaluations, which statements are facts? Which are opinions?

> ▶ Felipe works hard and does a good job. I've seen him lift two 100-pound sacks at once.

Fact: Felipe can lift two 100-pound sacks at once.

Opinions: Felipe works hard and does a good job.

B. Practice Read each statement and write **F** for Fact or **O** for Opinion next to each one.

_____ **1.** Bluebell Foods, Inc., has a chain of 15 pastry shops.
_____ **2.** Bluebell Foods employs good workers.
_____ **3.** Alice Ling has worked for Bluebell too long.
_____ **4.** Alice Ling did not graduate from high school.
_____ **5.** Alice might not be able to learn the new phone system.
_____ **6.** Alice has worked for Bluebell Foods for 30 years.
_____ **7.** Felipe Gonzalez has worked for Bluebell Foods for six months.
_____ **8.** Felipe completed preparatory school in his home country, Mexico.
_____ **9.** Once Felipe hit a flat and punctured a box.
_____ **10.** Felipe has to learn to control his temper.
_____ **11.** Jill Blanchard is having her first job evaluation.
_____ **12.** Jill is good with the customers.
_____ **13.** She has made several mistakes on the cash register.
_____ **14.** Jill has been warned twice about coming in late.
_____ **15.** She seems more interested in her social life than her job.

▶ **Talk About It**

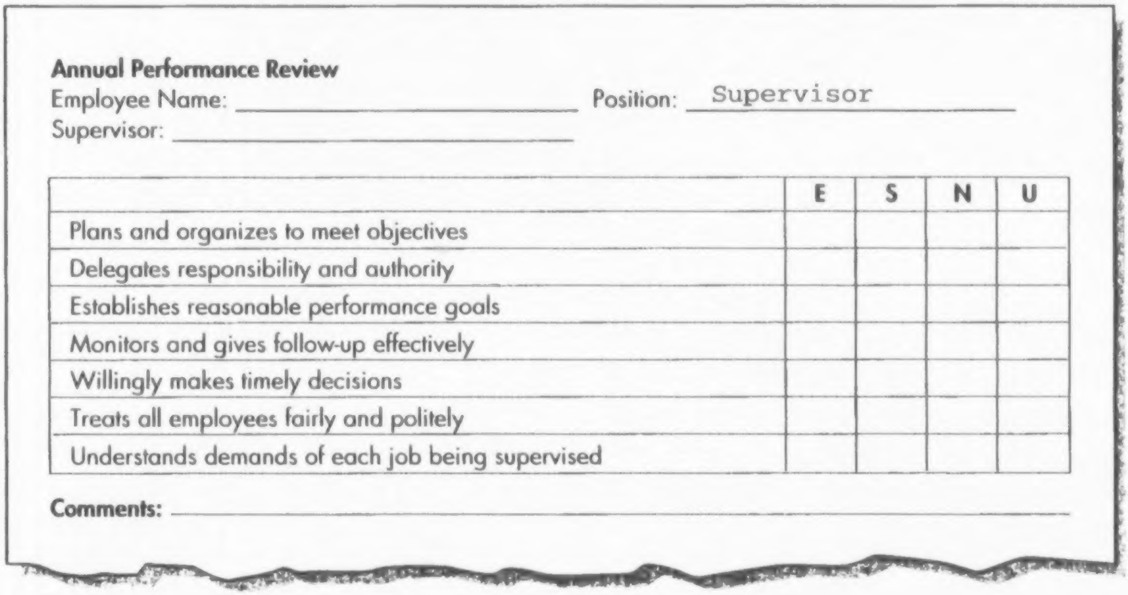
With a partner, role-play one of the performance evaluations in the reading. For example, one partner can play Jill Blanchard, the sales clerk, while the other plays the role of her supervisor, Lisa Kinski. Sit down and discuss Jill's job performance. As her supervisor, you may add qualities, both good and bad, to the evaluation. Make sure you tell Jill what she's doing right. When you discuss what needs improvement, give her specific suggestions. When you're finished, switch roles. You can also role-play evaluation meetings between Alice Ling and Felipe Gonzalez and their supervisors.

▶ **Discuss** Which role did you enjoy more, the employee or the supervisor? Why?

Write About It: Write a Performance Evaluation

In "Evaluation Time," you read what three supervisors had to say about their employees' job performance. Supervisors are also evaluated by their supervisors. In this activity, you will write an evaluation of a supervisor.

A. **Prewriting** Start by thinking about a supervisor you have had, or imagine the supervisors at Bluebell Foods. Think about the qualities, actions, or abilities of a good supervisor. For example, you might think supervisors should understand the demands of each job they supervise. You might also think it is important that supervisors treat everyone fairly and address people politely. Below is a sample evaluation form based on the ideas above. Think of other qualities or abilities you would add.



Annual Performance Review

Employee Name: ______________________ Position: Supervisor

Supervisor: ______________________

	E	S	N	U
Plans and organizes to meet objectives				
Delegates responsibility and authority				
Establishes reasonable performance goals				
Monitors and gives follow-up effectively				
Willingly makes timely decisions				
Treats all employees fairly and politely				
Understands demands of each job being supervised				

Comments: ______________________

B. **Writing** Draw your chart on separate paper. Add the qualities, actions, and abilities that you think supervisors should have. Then rate a real or imagined supervisor by completing the ratings. Look back at the performance evaluations in this lesson as a model. In the comment section, point out a good quality and a special problem the supervisor has. Tell at least one way the supervisor can improve in the problem area.

▶ **Save your draft.** At the end of this unit, you will choose one of your drafts to work with further.

Life Skill: Fill In a Vacation Request Form

At Bluebell Foods and most other companies, employees fill in vacation request forms. They choose their vacation time weeks—sometimes months—in advance. Coordinating the dates early is important so that no department is understaffed, even during the most popular vacation times.

Practice Read the calendar and vacation request form below, and answer the questions that follow.

JUNE							JULY							AUGUST						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6				1	2	3	4							1
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
														30	31					

Name: Alice Ling Soc. Sec. # 000-00-0000
Dept.: Admin. Job Title: Receptionist

List your first choice of vacation days and dates.
Then list your second and third choices in case of schedule conflicts.

First choice: August 3-August 14
Second choice: June 1-June 12
Third choice: July 13-July 24
How many workdays will you be gone? 10

1. How many workdays is Alice taking off? _____

2. If she gets her first choice, how many days in a row will Alice be on vacation? (Note: Include weekends.) _____

3. Choose your own summer vacation days. Assume you get two weeks, or 10 working days, and that you must take off consecutive weeks. Underline your first choice on the calendar with a double line. Underline your second choice with a single line. Form a group of four or five people. Imagine you all work in the same department. Compare schedules to see if any vacations overlap. If they do, negotiate and adjust the schedules until each person has a satisfactory vacation schedule.

Lesson 3 ▶ LEARNING GOALS

Strategy: Skim reading material
Reading: Read an article
Skill: Identify the main idea and details
Writing: Write a business letter
Life Skill: Read a bar graph

Before You Read

The article in this lesson describes things you can do to be more successful at work. Think about people you know who are successful at their jobs. What are some of the qualities that these people share? Check the qualities below that you think are important for success in your work. Add one or two ideas of your own.

_____ dependability
_____ honesty
_____ punctuality
_____ strength
_____ carefulness
_____ neatness
_____ good people skills
____
____

Preview the Reading

Preview "How to Be Successful at Work" by **skimming** the title and all the headings. Look at the pictures, lists, and graph. What do you think the article will tell you? Think about the headings. What topics do you think the article will discuss?

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Use the Strategy
You skimmed all the headings and the lists in the article to get a general idea of what the article is about. Now, guided by what you learned from skimming, read to find specific information.

How to Be Successful at Work

Wherever your job is—in a factory, at a store, in an office, at home—there are certain things you need to know in order to be successful at work. Sometimes you learn those things from your own work experiences—both good and bad. You can also learn from reading about other people's experiences. This article tells about several people and their experiences at work. It will give you advice about being successful at your job.

Choose the Right Job for You

"I work only four hours a day," Fay sighed. "But it is very tiring." Fay, age 48, is a dishwasher in a small restaurant. "You have to be strong to do this job," she continued. "You are always on your feet and don't get many breaks." As you can see, Fay must be able to meet the tough physical demands of her job in order to do it well.

Jobs can be mentally demanding as well. You need to know your mental strengths and weaknesses and choose a job that takes them into account. For example, someone who is not good with numbers probably will not succeed as a bookkeeper. A person who gets bored easily probably will not excel at a job that involves repetitive tasks like copying and collating.

It is also important to identify your interests and what matters to you. Hanan, a very outgoing woman, is a ski instructor. "I meet a lot of people," she beamed. "And I get to be outdoors all day. It is a beautiful job." Being with people is important to Hanan. Doing work she likes helps her succeed at her job.

Another important aspect of choosing a job is compensation. Ideally, you can find a job with salary and benefits that fit your needs. Also consider whether you can adjust your lifestyle to fit your work schedule. Schedule, salary, and benefits that don't fit your needs can create stress. If you are under stress, you are less likely to perform well on the job or to enjoy it.

Know What the Boss Expects

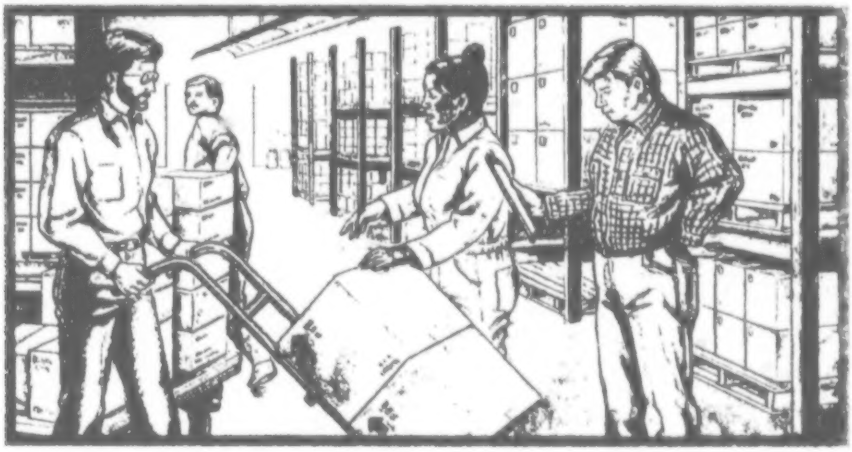
What does your employer expect of you? Here are some basic commonsense expectations of any job:

- Learn your job fairly quickly.
- Perform your duties in a reasonable amount of time.
- Always be on time for work.
- Don't take long breaks.

◀ **Check-in**

When you skim, lists jump out at you. What information did you get quickly from the list above?

In any job it's important to be honest, dependable, and willing to work. Successful workers acquire other qualities as well, depending on the job. Bill works in his company's stockroom. "I learned to be patient, follow orders, and pay close attention."



Employers expect their employees to present a good image of the company. Employees should be neat and clean, including those like Bill who do not work directly with customers. Those who have contact with customers and clients must be especially well groomed. This is also true of employees who work in the front office of a company.

Safety is an issue on many jobs. If your job involves lifting, working with machines, or handling hazardous materials, make a point of learning the best way to do these things. Many employers provide specific training for workers who work around machinery or hazardous materials.

Some Tips on Getting Along with People

Sabrina is a server in a coffee shop. "I have learned how to deal with people on my job," she explained. "My communication with co-workers and customers has improved since I've been here."

Sabrina's behavior reflects this attitude. She is friendly and polite to customers. She has also learned how to handle difficult situations. "Sometimes people come into the shop in a bad mood," Sabrina went on. "They want to argue with other customers. I serve them fast and send them on their way."

Another way to get along well with people at work is to follow these two pieces of advice: Don't discuss personal problems on the job, and don't gossip. You don't want to get a reputation as a complainer or troublemaker. Your boss will appreciate your restraint, and so will your co-workers.

Reach beyond Your Job Description

Raymond is a cook in a busy restaurant. "Even when the restaurant is not busy, there is always something to do," he said. "Use your free time to help or learn. If you don't see anything to do, ask if a fellow worker needs help."

Marian had the same idea. She is a bookkeeper in an accounting firm. The government frequently passes new laws or changes guidelines for accounting. There is always something new to learn. "Use your spare time to learn more," she urged.

Some Final Notes

The job market is always changing. A worker today must be motivated and adapt to those changes. Don't be afraid to ask your supervisor and co-workers questions, and don't be discouraged if you slip up. Just be sure you learn from any mistakes. Above all, don't be afraid to come up with new ideas to solve a problem. This shows you have imagination and are a self-starter.[1]

Choosing a Job with Success in Mind

Many factors should be considered when planning a new career. Among the most important are

- the skills necessary to do the job
- how much money the job pays
- the number of jobs available or likely to be available in the field

The graph below shows what occupations are likely to grow the fastest from 1992 to 2005. Notice that the number of jobs for home health aides is expected to increase by almost 140 percent in that time. An increase in jobs in a field is not the only factor to consider when choosing a career. You need to take into account your needs, skills, interests, and personality, too.

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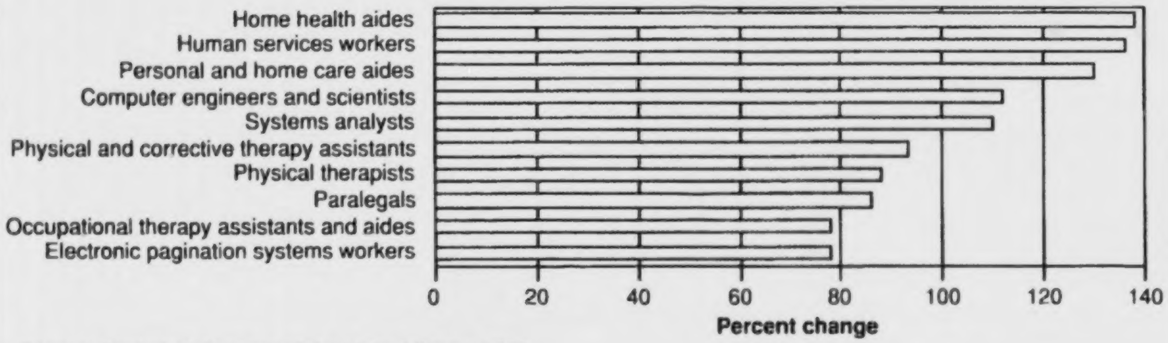
[1] **self-starter:** a worker who takes initiative, who will start an action.

Fastest Growing Occupations: 1992– 2005



Source: Statistical Abstract of the United States 1995

Final Check-in

When you skimmed the article, did the headings tell you what to expect in each section? Did the article meet your expectations? Why or why not?

After You Read

A. Comprehension Check

1. The article discusses
- (1) negotiating for a raise
- (2) reasons for downturns in the economy
- (3) what classes to take in school
- (4) choosing the right job

2. To get along with co-workers, one must
- (1) communicate well with them
- (2) like them
- (3) gossip with them
- (4) discuss personal problems with them

3. Bosses expect workers to
- (1) know everything
- (2) have uniforms
- (3) waste time
- (4) be willing to learn

4. According to the graph, the second-fastest-growing occupation is
- (1) human services workers
- (2) personal and home care aides
- (3) physical therapists
- (4) systems analysts

B. Revisit the Reading Strategy After reading an article, you may want to locate a specific piece of information in it. You can find it by skimming the article again. Skim the article and the graph to answer the questions.

1. What was the list on page 34 about? ______________________________

____

2. To get along with people at work, what should you avoid doing? ______________

____

3. Skim the graph again. Which of the fastest growing jobs would you be most interested in? ______________________________

C. Think beyond the Reading How might you use the ideas in this article to help you succeed on the job? With a partner, discuss things you need to do to be successful at work.

Think About It: Identify the Main Idea and Details

The **main idea** is the central thought or meaning of a passage—what the passage is all about. **Details** provide specific facts, examples, or reasons that support or explain the main idea. In articles like "How to Be Successful at Work," there is a general main idea for the whole article and a specific main idea for each section. The main idea of the whole article can be stated as "This article gives advice about how to be successful at work." The main idea for the section "Some Tips on Getting Along with People" can be stated as "It is important to get along well with customers and your co-workers."

Within each section, each paragraph will also have a main idea. The main idea of the paragraph below is underlined.

> ▶ Wherever your job is—in a factory, at a store, in an office, at home—there are certain things you need to know in order to be successful at work. Sometimes you learn those things from your own work experiences—both good and bad. You can also learn from reading about other people's experiences. This article tells about several people and their experiences at work. It will give you advice about being successful at your job.

The main idea is stated in the first sentence. It is supported by two details: You can learn from your own work experiences, and from the advice and experience of other people.

A. Look at Main Idea and Details

To identify the main idea, look for what the passage is about in general. Then look for information that provides details about the main idea. Find the main idea and details in the following paragraph.

> ▶ Marian had the same idea. She is a bookkeeper in an accounting firm. The government frequently passes new laws or changes guidelines for accounting. There is always something new to learn. "Use your spare time to learn more," she urged.

The main idea in the paragraph is "There is always something new to learn." The details are reasons why Marian's job requires constant learning to keep up with changes in her field.

B. Practice Read each paragraph and underline the main idea. Then check the type of detail used to support the main idea.

1. ▶ Jobs can be mentally demanding as well. You need to know your mental strengths and weaknesses and choose a job that takes them into account. For example, someone who is not good with numbers probably will not succeed as a bookkeeper. A person who gets bored easily probably will not excel at a job that involves repetitive tasks like copying and collating.

Are the details _____ facts? _____ examples? _____ reasons?

2. ▶ Another important aspect of choosing a job is compensation. Ideally, you can find a job with salary and benefits that fit your needs. Also consider whether you can adjust your lifestyle to fit your work schedule. Schedule, salary, and benefits that don't fit your needs can create stress. If you are under stress, you are less likely to perform well on the job or to enjoy it.

Are the details _____ facts? _____ examples? _____ reasons?

3. ▶ What does your employer expect of you? Here are some basic commonsense expectations of any job:
   - Learn your job fairly quickly.
   - Perform your duties in a reasonable amount of time.
   - Always be on time for work.
   - Don't take long breaks.

Are the details _____ facts? _____ examples? _____ reasons?

4. ▶ "I work only four hours a day," Fay sighed. "But it is very tiring." Fay, age 48, is a dishwasher in a small restaurant. "You have to be strong to do this job," she continued. "You are always on your feet and don't get many breaks." As you can see, Fay must be able to meet the tough physical demands of her job in order to do it well.

Are the details _____ facts? _____ examples? _____ reasons?

▶ **Talk About It**

The article gave two pieces of advice for getting along with people at work: Don't discuss personal problems, and don't gossip. In a small group, discuss some positive things people can do to get along well with others at work. List your group's ideas and then share them with the whole group.

Write About It: Write a Business Letter

A well-written letter of application is an important part of a successful job search. Your letter of application, plus a resume of your educational background and work experience, introduces you to a prospective employer. Use the form of a **business letter** to write a letter of application.

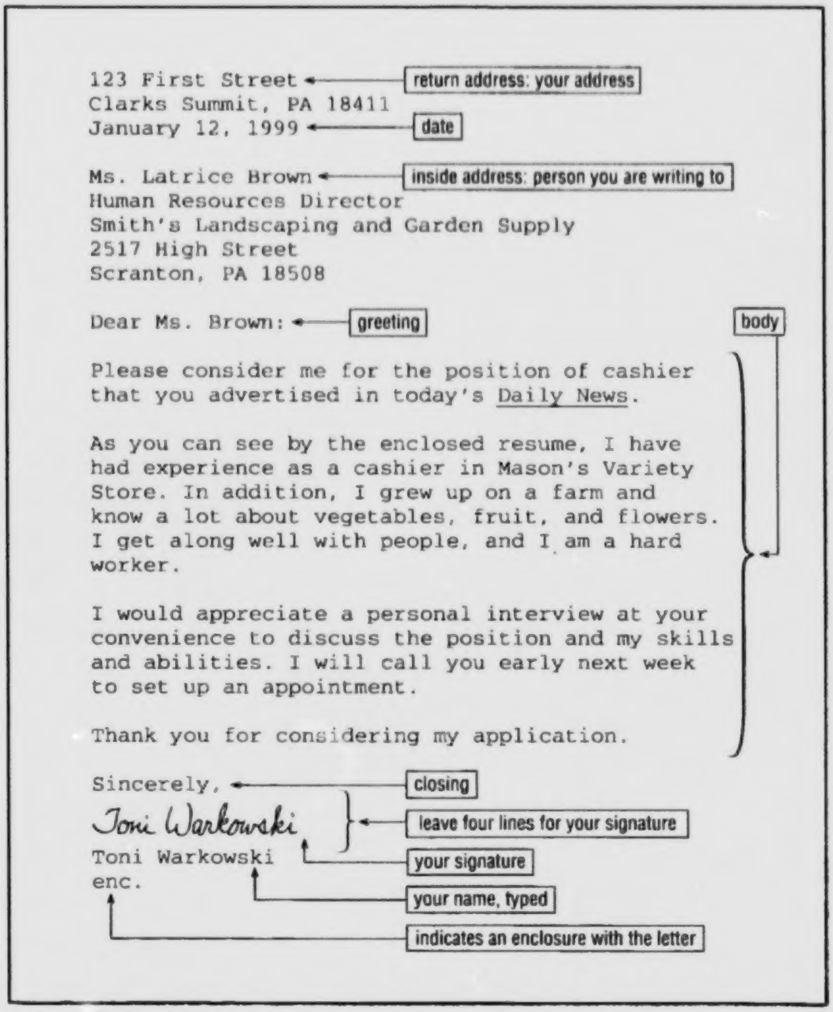
Business letters follow a particular format. Look at the sample below. It starts with the sender's address, then the date, then the receiver's name and address. Note the colon after the greeting "Dear Ms. Brown." The body of the letter should be informative and brief. Usually three paragraphs are adequate for a letter of application. The letter closes with "Sincerely" and the sender's signature and name printed or typed. If you are enclosing anything, such as a resume, type "enc." at the bottom of the page.

A. Prewriting

Think of a job you might like. Make a list of reasons why you are qualified for the job. Include your skills, background, and interests.

B. Writing

Write a letter applying for a job. Use the business letter format. Start your letter by stating the job you are applying for. Explain why you think you would do a good job for the company. Direct attention to the information in your resume. Close with a request for an interview and a thank-you.



123 First Street
Clarks Summit, PA 18411
January 12, 1999

Ms. Latrice Brown
Human Resources Director
Smith's Landscaping and Garden Supply
2517 High Street
Scranton, PA 18508

Dear Ms. Brown:

Please consider me for the position of cashier that you advertised in today's Daily News.

As you can see by the enclosed resume, I have had experience as a cashier in Mason's Variety Store. In addition, I grew up on a farm and know a lot about vegetables, fruit, and flowers. I get along well with people, and I am a hard worker.

I would appreciate a personal interview at your convenience to discuss the position and my skills and abilities. I will call you early next week to set up an appointment.

Thank you for considering my application.

Sincerely,

Toni Warkowski

Toni Warkowski
enc.

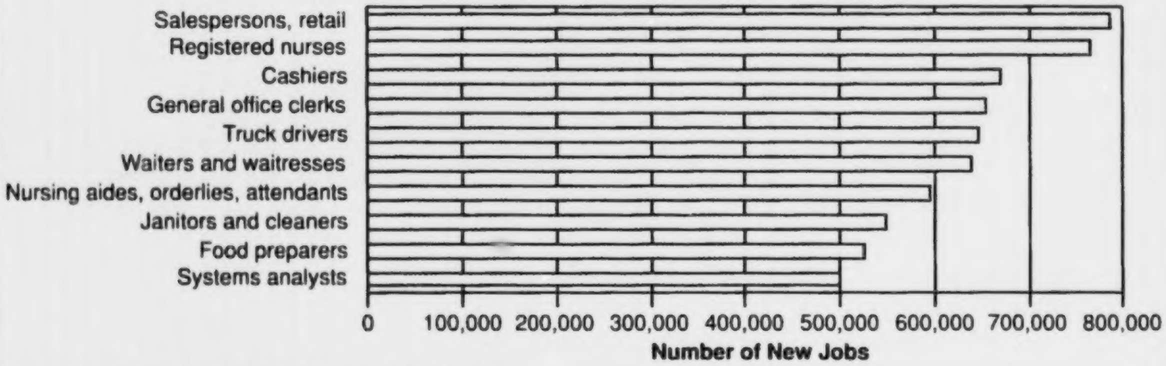
return address: your address
date
inside address: person you are writing to
greeting
body
closing
leave four lines for your signature
your signature
your name, typed
indicates an enclosure with the letter

▶ **Save your draft.** At the end of this unit, you will choose one of your drafts to work with further.

Life Skill: Another Look at Reading a Bar Graph

Graphs are used in place of words to display certain kinds of information. **Bar graphs** are especially helpful in making comparisons. The bar graph on page 36 showed the occupations that are projected to grow the fastest between 1992 and 2005. The bar graph below shows the occupations projected to have the largest numbers of new jobs from 1992 to 2005. To read it, read the title and the labels at the bottom and along the side. The labels on the left show occupations with the largest potential growth and the bottom labels show the numbers of new jobs. The length of each bar represents the projected number of new jobs in that occupation between 1992 and 2005.

Occupations with the Largest Potential Growth: 1992–2005



Source: Statistical Abstract of the United States 1995

Practice Study the graph and answer these questions about it.

1. Which occupation is projected to have the most new jobs by the year 2005?
2. About how many new cashier jobs are projected between 1992 and 2005?
3. About how many new truck drivers will be needed?
4. About how many new systems analysts will be needed?
5. Look back at the graph on page 36. By what percentage is the systems analyst job category expected to grow during this same time period?
6. Compare the graph above with the graph on page 36. Why don't the two graphs list the same jobs in the same order?

▶ Writing Skills Mini-Lesson:

Subject-Verb Agreement with *be* and *have*

Every sentence has a **subject** (who or what the sentence is about) and a **verb** (what the subject does or is). The verb can be a single verb. In this case, the single verb is called the **main verb.** The verb may also be a **verb phrase** consisting of a main verb and other verbs, such as *is going* or *have known.* The other verbs in a verb phrase are called **helping verbs.** Both *be* and *have* can be the main verb in a sentence. *Be* and *have* can also be helping verbs. When *be* and *have* stand alone as main verbs or act as helping verbs, they must **agree** with their subjects. Follow these rules:

1. **The present tense of the verb *be* has three forms: *am, is,* and *are.***
   Used as main verbs: I **am** a sales associate. Steven **is** a nurse. We **are** a team.
   Used as helping verbs: We **are working** in Atlanta. You **are looking** great!

2. **The past tense of *be* has two forms: *was* and *were.***
   Used as main verbs: He **was** a teacher. My cousins **were** here last week.
   Used as helping verbs: He **was teaching** math. My cousins **were going** home.

3. **The present tense of *have* has two forms: *have* and *has.***
   Used as main verbs: I **have** a new job. My sister **has** a new job. We both **have** new jobs.
   Used as helping verbs: She **has worked** here for two months. They **have learned** new skills.
   Note: The past tense of *have* has only one form: *had.*

Practice Copy the paragraph, making all the verbs agree with their subjects.

> I has always believed in Marco. Marco is my boyfriend. He have a good job as a chef. He have been working at the restaurant for two years. Just a few years ago, Marco was out of work. His relatives was very worried about him, but I were not. I were sure he were going to find a good job. Now we is all happy for Marco.

Unit 1 Review

Reading Review

Learning on the Job

One way to succeed on the job is to continue learning. The world changes fast, and workers have to learn new skills to keep up.

Mastering Computer Skills

If you work in an office, you already know how important computer skills are. Mastering word processing or graphics programs can make you a more valuable employee. It may also help you get promoted.

These days, it's not just office workers who are using computers. Line workers in steel mills and press operators at printing companies must use computers, too. Salespeople use laptop computers to send sales data back to the head office. In some restaurants, servers use handheld computers to send food orders to the kitchen electronically.

Serving Your Customers

You've probably heard the saying, "The customer is always right." In our competitive world, that's more true than ever, and now "customer" is being defined more broadly.

Not only are you concerned with external customers—the people who buy your company's product or use its services—but you have to please internal customers, too. For example, suppose you work in the warehouse of a big discount store. Every salesperson wants to make sure his or her section is stocked with enough merchandise. They are your internal customers. If you work in the accounting department, every employee whose paychecks or W-2 forms pass through your hands is your customer. Mastering this attitude helps everyone in the organization become more productive.

Continuing Your Education

You can keep up-to-date through continuing education. Smart employers know that it's well worth the cost to send workers to classes to improve their current skills and learn new ones. If you want to take a class, give your boss examples of how you will be more productive as a result. Employers are usually happy to hear their employees are willing to take on more training. You benefit by learning new skills and increasing your worth on the job market.

Choose the best answer to each question.

1. According to the article, computers are used in many businesses so
   (1) you should apply for jobs that don't use computers
   (2) customers need computer skills
   (3) mastering computer programs can help you get ahead
   (4) you won't need computer skills in the future

2. Which of the following is an opinion?
   (1) Pleasing internal customers helps everyone in the organization become more productive.
   (2) Press operators at printing plants use computers.
   (3) External customers are the people who buy a company's product.
   (4) Continuing education classes can teach you new skills.

3. What is the main idea of this article?
   (1) You can't get a job without a computer.
   (2) It's important to keep learning on the job.
   (3) The customer is always right.
   (4) Classes are worth the cost.

The Writing Process

In Unit 1, you wrote three first drafts. Choose the piece that you would like to work with further. You will revise, edit, and make a final copy of the draft.

_____ your explanation of how to do something (page 22)
_____ your performance evaluation of a supervisor (page 30)
_____ your business letter applying for a job (page 40)

Find the first draft of your choice. Then turn to page 159 in this book. Follow steps 3, 4, and 5 in the Writing Process to create a final draft.

As you revise, check your draft for these specific points:

Explanation: Make sure you use details to explain each step in the task.
Performance evaluation: Be sure the comment section mentions a good quality the supervisor has and tells how the supervisor can improve.
Letter of application: Be sure you have stated the job you are applying for, mentioned your skills that apply to the job, and asked for an interview.

Unit 2 Taking a Stand

At some time in our lives, most of us will face a situation that will challenge us to stand up for what we believe in. We may witness an injustice. Someone we know and admire may be discriminated against because of race, religion, or gender. Someone may be unjustly blamed for something. How we respond to these challenges depends upon many things: the strength of our beliefs, our courage at the time, the cost of taking a stand and speaking out.

The readings in this unit are about four real people who risked their lives to stand up for their beliefs. Before you read Unit 2, think of a time when you or someone you know took a stand. Did it take courage? Did it make a difference?

Be an Active Reader

As you read the selections in this unit

- Put a question mark (?) by things you do not understand.
- Underline words you do not know. Try to use context clues to figure them out.

After you read each selection in this unit

- Reread sections you marked with a question mark (?). If they still do not make sense, discuss them with a partner or your instructor.
- Look at words you underlined. Discuss any words you still don't understand with a partner or your instructor, or look them up in a dictionary.

Lesson 4

LEARNING GOALS

Strategy: Use your prior knowledge
Reading: Read a story
Skill: Identify theme
Writing: Write about an incident
Life Skill: Read a political cartoon

Before You Read

In "The Right Thing to Do at the Time," the author's father takes a stand against racism. The story takes place in Florida in the 1930s, during the Great Depression. Poverty was widespread in the U.S. at that time. There was also much racial prejudice, particularly in the South, against African Americans.

When you read this story, use your **prior knowledge**—knowledge you have gained from personal experience and learning—to help you understand it. Have you seen movies and television shows about the Great Depression? Have you read about the Civil Rights movement of the 1960s? Think of what you know about prejudice against African Americans before the passage of civil rights laws in the 1960s. Think of what you've heard and read about the Depression of the 1930s. On the lines below, list two things that you know about life during the Depression. Then list two things you know about treatment of African Americans during that time.

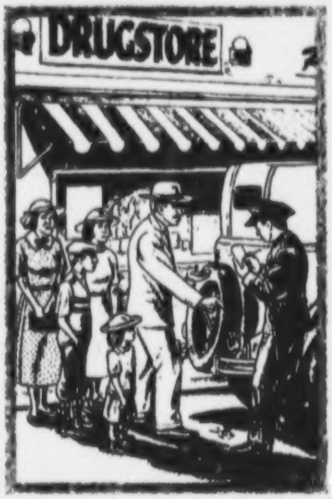
Preview the Reading

To preview "The Right Thing to Do at the Time," look at the title and the pictures. What do you think will happen in this story?

Use the Strategy
As you read, use your background knowledge to better understand the story. Think about the conditions at that time, the difficulties African Americans faced, and how dangerous it was to defend them.

The Right Thing to Do at the Time

George Garrett



My father was a small-town southern lawyer, not a writer, but he was a truth teller. And he would tell the truth, come what may, hell or high water. And since he loved the truth and would gladly risk his life (and ours, the whole family's) for the sake of it, he would fight without stint, withholding nothing, offering no pity or quarter against what he took to be wrong—that is, against the untruth. He would go to any length he had to. And that is what this story is all about—how far one man would go to fight for the truth and against what was and is wrong.

We were living in the cow town of Kissimmee, Florida, in the early years of the Great Depression. Disney World is near there now, and it looks pretty much like everyplace else. But it was a hard, tough place then, a place where life was hard for many decent people, black and white. And it was a place where some not-so-decent people had managed to seize power and to hold power and were extremely unlikely to be dislodged from power. Among the people in power in those days were the Ku Klux Klan, not a sad little bunch of ignorant racists in bedsheets but a real clan, a native-grown kind of organized crime family.

My father and his law partner were fighting against the Klan in court and in public with the promise that they would (as they, in fact, did) represent free of charge any person at all who chose to resist the Klan and wanted a lawyer.

This exposed position led to a whole lot of trouble, believe me. And in the end it led to the demise[1] of the Klan as a power of any kind in central Florida. But the big trouble came later. This happened early on as the lines were being drawn and the fight was just getting under way.

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[1] **demise:** death.

Sometimes in the early evening we would go together, my mother and father and the other children, into town for an ice-cream cone: a great treat in those days. One evening we piled into our old car and drove into the center of town and parked in front of the drugstore. Went inside and sat on tall swivel chairs at the counter eating our ice-cream cones.

We were all sitting there in a row when a young policeman walked in. Try as I will, I can't remember his name anymore. Just that he was very young and that my mother, who was a teacher then, had taught him in high school. He greeted her politely at first. He seemed a little awkward and embarrassed.

"Mr. Garrett," he said to my father, "I'm afraid I'm going to have to give you a red ticket."

"Oh, really?" my father said, still licking his ice-cream cone. "What for?"

"Well, sir, your taillights don't work."

"They did when I came down here."

"Well, sir, they sure don't now."

"Let's us have a look."

So we all trooped outside and looked at the taillights. They didn't work, all right, because they were broken and there was shattered red glass all over the street right behind the back bumper.

"I wonder who would do a thing like that," my father said, giving the young cop a hard look.

What do you think Mr. Garrett suspected when he looked at his broken taillights and then at the policeman? What do you suspect happened?

◀ **Check-in**

"Well, I wouldn't know, sir," he said. "I just work for the city and I do what I'm told. And I have to write you a ticket."

"Fine," my father said. "I understand that."

Then he surprised the cop and us too by asking if he could pay for the ticket right then and there. And the cop said yes, that was his legal right, and he said it would cost five dollars.

Now, that was considerable money in those days when grown men with some skills were earning eight or ten dollars a week. Nobody had any money in those days, nobody we knew or knew of.

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Most of my father's clients, those who could pay at all, paid him in produce and fresh eggs, things like that.

My father peeled off five one-dollar bills. The cop wrote him a receipt. Then my father told my mother to drive us on home when we had finished our ice cream. He had to go somewhere right away.

He whistled loudly and waved his arm for a taxi. One came right over from the Atlantic Coastline depot directly across the way. He kissed my mother on the cheek and said he would be back just as soon as he could. Gave her the keys to our car and hopped into the cab.

None of us heard what he told the driver: "Let's go to Tallahassee."

Tallahassee was and is the state capital, a good 300 or so miles away by bad, narrow roads in those days.

Much later we learned what happened. They arrived very late. Slept in the cab. First thing in the morning he got himself a shave in the barbershop. Then went to the legislature. Where, exercising a constitutional right to speak on this kind of matter, he quickly established that the town charter for Kissimmee, Florida, was completely illegal and unconstitutional. In a technical, legal sense that town did not exist and never had. It would require a special action of the state legislature to give the town a new charter and a legal existence. Having made his point, he thanked the legislators kindly and left the capitol. Woke the snoring taxi driver and said, "Let's go back home."

It probably cost him a hundred dollars for that ride. Maybe more. He never told us, and nobody, not even my mother, ever dared ask him.

By the time he arrived home there was a delegation waiting to see him at our house: the mayor, the chief of police, the judge, pretty much the whole gang. Legislators had been on the phone all day to them, and they were deeply worried. Because, you see, everything they had ever done, in the absence of a valid town charter, including collecting taxes, had been illegal. You can imagine what that would mean if people got it in mind to be litigious[2] about things.

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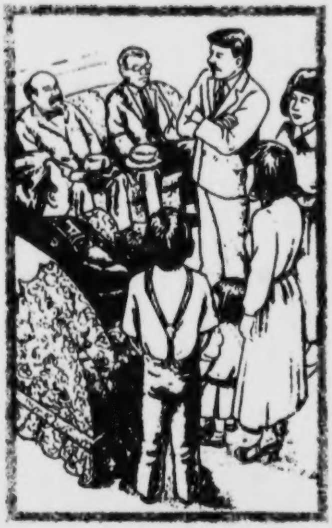
[2] **litigious:** eager to start a lawsuit.



Everybody came into our living room. And the whole family, too, because, he said, we saw the beginning of it and deserved to see the end.

Before the mayor or any of them said a word, he explained to them exactly what he had done. And he told them that, under the state constitution, establishing a town was a very tricky legal business. He said the chances were a hundred to one that they would mess it up again. He wished them good luck, promising that if they ever bothered him or us anymore, he would go to Tallahassee again and close them down for keeps.

There was a lot of silence. Finally the mayor spoke.

"What do you want from us, Garrett?"

"Ah," said my father. "I knew it would come down to that. And I'm glad it did, because there is something I do want from you all."

They were all looking and waiting. I reckon they were ready to do or pay most anything. That's how things were handled.

"Damn it!" he said. "I want my five dollars back from that phony traffic ticket."

Long pause.

"That's all?"

"That's all. You give me my five dollars back and I'll give you back your receipt."

So they paid him the five dollars and he tore the receipt in two and they filed out of our house.

"You beat them, Daddy," I said. "You won!"

"That's right, boy," he told me. "And I taught them a very important lesson."

"What's that?" my mother asked, nervously.

"If they want to stop me now," he said, "they're going to have to kill me. And I don't think they've got the guts for it."

Then he laughed out loud. And so did I, not because it was funny, but because it seemed like the right thing to do at the time.

Final Check-in

What do you think the mayor and his friends expected Mr. Garrett to ask for? Why do you suppose he only asked for his five dollars back? Do you think he did the right thing?

After You Read

A. Comprehension Check

1. The author admires his father for
   - (1) knowing all about the law
   - (2) making a lot of money
   - (3) treating the kids to ice cream
   - (4) standing up for what's right
2. Mr. Garrett thought the ticket was
   - (1) phony
   - (2) too expensive
   - (3) deserved
   - (4) forged
3. The town leaders harassed Mr. Garrett because he
   - (1) was a lawyer
   - (2) fought against racism
   - (3) complained to the state legislature
   - (4) refused to pay his ticket
4. Mr. Garrett beat the town leaders by
   - (1) paying the ticket
   - (2) refusing to represent people who resisted the Klan
   - (3) proving that the town charter was illegal
   - (4) fixing his taillights

B. Revisit the Reading Strategy In this story, Mr. Garrett fought racism through the law. People have tried many other ways to overcome prejudice. In your experience, which of the ideas below would help most? Write **1** next to your first choice.

_____ Increase contact between people of different backgrounds.
_____ Provide job training for minorities.
_____ Have more minorities in Congress passing laws.

C. Think beyond the Reading Think about these questions and discuss them with a partner. Answer the questions in writing if you wish.

1. The Ku Klux Klan used many forms of harassment against people who stood up to it. What would you do if you were harassed the way Mr. Garrett was?

2. Mr. Garrett believed that resisting the Klan was the right thing to do. Can you think of any situation that might have caused Mr. Garrett to stop resisting the Klan?

3. Is there anything so important to you that you would risk your life for it? If so, what?

Think About It: Identify Theme

You know that the topic of a story is what the story is about. The **theme** of the story is the message or major idea the author is expressing about the topic. It is a general message about life or human nature the writer wants to communicate.

For example, the topic of "The Right Thing to Do at the Time" is fighting for justice. The theme is that Garrett's father was right in doing whatever was necessary in the fight for justice. George Garrett states the theme of "The Right Thing to Do at the Time" in the opening paragraph:

> ▶ he would fight without stint, withholding nothing, offering no pity or quarter against what he took to be wrong—that is, against the untruth. He would go to any length he had to. And that is what this story is all about—how far one man would go to fight for the truth and against what was and is wrong.

In this story the theme is expressed primarily through the main character. Justice is so important to the main character that he's willing to risk his life and the lives of his family to defy the Ku Klux Klan.

A. Look at Theme

The theme of a story is usually not directly stated. More often, authors reveal the theme through the characters' actions and other details. Readers must be able to identify the theme as the story unfolds. Notice how Garrett develops his theme as he tells the story. What does this paragraph tell us?

> ▶ My father and his law partner were fighting against the Klan in court and in public with the promise that they would (as they, in fact, did) represent free of charge any person at all who chose to resist the Klan and wanted a lawyer.

We learn here that Garrett's father and his partner offered free legal representation to anyone who resisted the Klan. This further develops the theme that Garrett's father would do whatever was necessary to fight the Klan.

B. Practice Answer each question about theme.

1. Besides offering free legal representation, write three more things in the story that illustrate the theme.

   a. ____

   ____

   b. ____

   ____

   c. ____

   ____

2. State the theme of "The Right Thing to Do at the Time" in your own words by finishing this sentence.

   The theme of "The Right Thing to Do at the Time" ______________________

   ____

3. Now look back at "The Deli" in Lesson 1. Choose the statement below that best expresses its theme.

   (1) If you are naive, people will take advantage of you.
   (2) You can't trust teenagers who belong to gangs.
   (3) People will accept you if you treat them honestly and with respect.
   (4) If you don't stand up for your own rights, you may lose them.

▶ **Talk About It**

Racial inequality still exists in our society. Discuss with a group how you personally can take a stand for racial equality. Each group member should suggest at least two actions he or she can take. Anyone who has taken such a stand should tell the group about the experience.

Write About It: Write About an Incident

"The Right Thing to Do at the Time" describes an incident from George Garrett's childhood that taught him about standing up for what is right. Now you will have a chance to write about a time when you or someone you know stood up for a belief.

A. Prewriting Think of a time when you or someone you know had the opportunity to take a stand. Perhaps someone insulted you or a person you were with. Perhaps you or someone you know was being harassed or treated unfairly. Do you remember what happened? Choose a real-life situation and make notes by answering the following questions.

1. What happened?
2. When did it happen?
3. Who caused the problem?
4. What did they say or do?
5. What did you or someone you know say or do to take a stand?
6. How did it end?
7. Was the outcome satisfactory? Or should something different have been said or done? If so, what?

B. Writing On separate paper, write an account of the stand you or someone else took. Use your answers to the prewriting questions to explain what happened. Tell what the account is about and what happened. Explain whether you were satisfied with the outcome. Give details that support your conclusion.

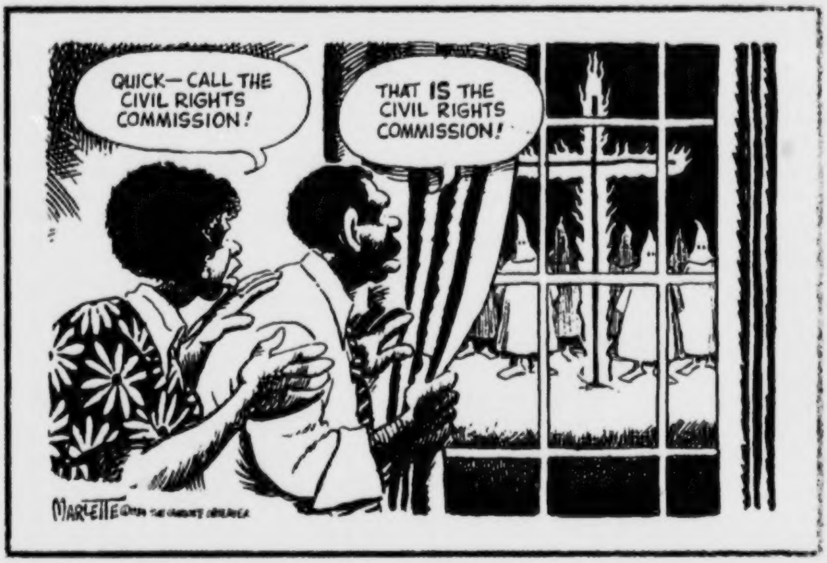
▶ **Save your draft.** At the end of this unit, you will choose one of your drafts to work with further.

Life Skill: Read a Political Cartoon

The story "The Right Thing to Do at the Time" makes a point about racism in America. The political cartoon below deals with the same subject. Political cartoons often use humor to convey a serious message. They express the cartoonist's opinion about current political events.

For example, a cartoon might show a drawing of an elected official looking like a puppet, with strings attached to his hands and feet. The cartoonist might believe that the official does not think for himself, or that the official's actions are controlled by special interest groups.

Practice With a partner, study the cartoon and discuss it. Then answer the following questions.


QUICK—CALL THE CIVIL RIGHTS COMMISSION!
THAT IS THE CIVIL RIGHTS COMMISSION!
MARLETTE

1. To what group do the people burning the cross belong? ______________________
2. What does the woman want the Civil Rights Commission to do? ______________________

   ____

3. What does the man mean when he says, "That **is** the Civil Rights Commission"? ________

   ____

4. What does this cartoon have in common with the story "The Right Thing to Do at the Time"? ______________________

Lesson 5 ▶ LEARNING GOALS

Strategy: Predict content
Reading: Read biographical sketches
Skill: Compare and contrast
Writing: Write a biographical sketch
Life Skill: Read a map

Before You Read

The reading "Extraordinary People" consists of biographical sketches of two women in different parts of the world who took a stand to fight for what was right. A **biographical sketch** is a short article about a real person, briefly describing the major events or an important episode in the person's life. Magazine articles about real people are common examples of biographical sketches.

Before you read, **predict the content** of the two biographical sketches. What kind of information do you think you will find in a biographical sketch about a person who took a stand for what he or she believed in? Check each item below.

_____ place and year of birth
_____ important beliefs
_____ harassment suffered
_____ family background
_____ injustices faced
_____ hobbies
_____ nationality
_____ favorite song
_____ physical description

Preview the Reading

To preview "Extraordinary People," read the headings and look at the pictures. Who are the people these articles are about? What countries are they from?

▶ **Use the Strategy**

Each biographical sketch tells about a woman who took great risks to fight for human rights in her native land. Each woman won the Nobel Peace Prize for the stand she took. As you read, predict what information will be in each sketch.

Extraordinary People

Herbert Buchsbaum

Rigoberta Menchú [b. 1960]

Rigoberta Menchú [ree goh BAIR tah main CHOO], a Quiché Maya Indian from the highlands of northern Guatemala, learned about injustice the hard way.

In September 1979, when she was 19, her younger brother was kidnapped by the Guatemalan army and accused of trying to help peasants win the right to own land. They tortured him brutally. Then he was marched to a village square where, in front of his family, he was doused with gasoline and set aflame.

A few months later, Menchú's father, who had also been arrested and tortured, led a peaceful protest to call attention to the peasants' grievances. The state security forces set fire to the building he was in, and he too was burned to death. A few weeks after that, the army arrested, tortured, and killed her mother. Menchú fled to Mexico, but vowed to continue the struggle where her parents left off. That was the first step on an extraordinary journey that would take a farm worker from a small village in Guatemala to the honor of the 1992 Nobel Peace Prize.[1]

WIDE WORLD PHOTOS, INC.

Menchú at the United Nations

Check-in ▶ What biographical facts have you learned about Menchú so far? What else do you predict you will learn about her life?

The oppression of Guatemala's native Maya peoples dates from 1524, when the tiny Central American country was conquered by Spain. Ever since, the Indian majority has been ruled by the Spanish-speaking minority, the *Ladinos,* most of whom are descended from the Spanish colonists.

In 1954, the military overthrew Guatemala's elected government and began a brutal war against the Indians. In the years since, 150,000 Indians have been killed, 1 million displaced,[2] and 50,000 made to "disappear."

In the late 1970s, as the repression[3] grew especially severe, some Indians began to resist. Menchú's family was among them.

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[1] **Nobel Peace Prize:** an annual prize established by Alfred B. Nobel, awarded for the encouragement of persons who work for the interests of humanity.

[2] **displaced:** forced from one's homeland.

[3] **repression:** unjust or cruel exercise of power.

Like many Indians, Menchú had become a farm laborer as a small child. As a teenager, Menchú began to teach herself to read and write Spanish, which would one day allow her to tell the story of her people to the outside world. Meanwhile, the Ladino landowners, who had been taking land from peasants over the years, came one day to seize her home village. When her father tried to resist, he was arrested and tortured. The whole family was branded troublemakers, and the arrests began.

"The important thing is that what happened to me has happened to many other people too," Menchú writes in her autobiography. "My story is the story of all poor Guatemalans. My personal experience is the reality of a whole people."

While her suffering was typical, her resistance was not. In Mexico, Menchú continued to fight. She worked with international human rights groups and became a frequent visitor to the United Nations. There she was often seen walking the halls in her colorful native dress and bare feet, telling her story to the world.

Still, she remains a controversial figure in Guatemala, where government officials criticized her selection for the Nobel Prize. They accused her of supporting the country's guerrillas[4] and harming Guatemala's image abroad. Despite death threats if she returned, Menchú flew to the capital. Thousands of supporters lined the streets from the airport, cheering and shouting, "Viva Rigoberta!"

"I am overcome with emotion," she said. "I only wish that my parents could have been present."

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[4] **guerrillas:** independent fighting groups that use irregular methods to fight established governments.

Did you expect Menchú to return to her homeland? Did this sketch tell you everything you wanted to know about her life? Where could you find out more about her?

◀ **Check-in**

▶ **Update:** Since this article appeared, much has happened in Guatemala. In December 1996, a peace agreement between the army and the rebels was signed. Rigoberta Menchú was present at the signing.

Aung San Suu Kyi [b. 1944]

Sometimes what a person symbolizes can be more powerful than the person herself. Aung San Suu Kyi [AWNG SAHN SOO CHEE], a writer, was not seen nor heard in public from the time she was arrested on July 20, 1989, until her release from house arrest in 1995. Yet during that time she represented the hope of all those who oppose the brutal government of Myanmar, where she was held prisoner.

Suu Kyi addressing her followers

Herald Journal AP/WIDE WORLD

Suu Kyi became the hero of Myanmar's struggle for democracy partly by chance and partly by fate. She is the daughter of Aung San, a legendary general who helped lead Myanmar (then known as Burma)[5] to independence from British colonial rule in the 1940s. In 1946, when Suu Kyi was 2 years old, the general was gunned down by a rival faction.

In 1962, a military dictatorship seized power, declaring war against the country's ethnic minorities. In attempts to "purify" the nation, the army looted and burned some 850 rural villages, raped several thousand women, killed and tortured thousands, enslaved hundreds of young boys, and forced more than a million refugees to flee their homes, according to a United Nations report.

But as Myanmar plunged into poverty and civil war, Suu Kyi was living comfortably in England with her British husband and their two sons. In 1988, she received news from Yangon, the nation's capital (formerly Rangoon), that her mother was gravely ill. She immediately packed a suitcase and flew home. As she slept by her mother's side, a protest movement among the nation's students began to pick up steam.

At first Suu Kyi stayed out of the fray. But after a massacre that August, in which thousands of protesters were killed, she could no longer keep silent. "This was not a time when anyone who cares can stay out," she said then. "As my father's daughter, I felt I had a duty to get involved." When she spoke, half a million people came to listen. The speech, which advocated a nonviolent "revolution of the spirit," electrified the nation and established her as leader of the struggle for democracy and human rights.

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[5] **Burma:** The military government changed the country's name to Myanmar. However, Aung San Suu Kyi and her supporters continue to use the name Burma for their native land.

What facts have you learned about Suu Kyi so far? Does Suu Kyi remind you of Rigoberta Menchú? In what ways? What else do you think you will learn about Suu Kyi?

◀ **Check-in**

As she began to campaign around the country, the army fought back with bullets. Once, in April 1989, she was walking down the street with a group of supporters when a squad of soldiers jumped from a jeep, knelt, and prepared to fire. Suu Kyi motioned her companions away and marched straight up to the riflemen. "It seemed so much simpler to provide them with a single target than to bring everyone else in," she said later. The soldiers withdrew.

In July 1989, she was placed under "house arrest," forbidden to leave her home or have any contact with the outside world, including her family in England. Her house was surrounded by tanks and barbed wire. Soldiers with bayonets were stationed outside. She was not allowed out until she was released from house arrest in 1995.

But her imprisonment did not stop her party from winning a landslide election in 1990, making her the nation's legally elected leader. And it didn't keep her from winning the Nobel Peace Prize in 1991. The army, which had ignored the election results, offered her the chance to travel to Norway to accept the prize if she promised never to return. She refused.

Her father, until he was killed, had always said he expected to make whatever sacrifice his struggle required. "My only concern," said Suu Kyi, "is that I prove worthy of him."

▶ **Final Check-in**

On page 56, you predicted you would find certain information in the biographical sketches. Did your predictions help you to better understand the sketches? In what ways?

▶ **Update:** Upon release from house arrest in 1995, Suu Kyi continued to lead the opposition against the brutal military regime that controlled her country. In public speeches, she read lists of activists who were imprisoned by the government. On December 4, 1996, she was again placed under house arrest.

After You Read

A. Comprehension Check

1. What cause did Rigoberta Menchú fight for?
2. Why did she flee to Mexico?
3. In what year did Menchú win the Nobel Peace Prize?
4. What happened when Menchú returned to Guatemala after winning the prize?
5. What event led Aung San Suu Kyi to join the fight against the government of Myanmar?
6. What cause was Suu Kyi fighting for?
7. What happened to Suu Kyi in July 1989?
8. Why did Suu Kyi not go to Norway to accept the Nobel Peace Prize?

B. Revisit the Reading Strategy Before reading the two biographical sketches, you predicted what you expected to find in them. Which of your predictions were included in these sketches? Write two other things that you learned that you didn't know before.

C. Think beyond the Reading Think about these questions and discuss them with a partner. Answer them in writing if you wish.

1. What do you think Menchú's childhood experiences taught her about her country's government?
2. Aung San Suu Kyi left her family in England to fight for freedom in Myanmar. Do you approve of her decision? Why or why not?

Think About It: Compare and Contrast

When you **compare** things, you look for how they are alike or similar. When you **contrast** them, you notice how they are different. The two biographical sketches you read contain both similarities and differences.

For example, you can compare the actions of Rigoberta Menchú and Aung San Suu Kyi: they both risked their lives to fight for freedom for their people. You can contrast their upbringings: Menchú was a Guatemalan farm worker, and Suu Kyi is the daughter of a general from Myanmar.

A. Look at Comparing and Contrasting

Look at the comparison and contrast chart below for the two women you read about. For comparisons, information is listed under the column headed **Both.** Contrasting information is listed under each woman's name.

Comparison and Contrast of Menchú and Suu Kyi

Topic	Menchú	Suu Kyi	Both
Gender			female
When born	1960	1944	
Where born	Guatemala	Burma (now Myanmar)	

For the first topic, the gender is filled in under the heading **Both** because they're both female. That's a comparison. For the second topic, their dates of birth are filled in under each name because they were born in different years. That's a contrast. The same is true for the third topic, **Where born.**

B. Practice Fill in the comparison and contrast chart below. The first topic is completed for you.

Comparison and Contrast of Menchú and Suu Kyi

Topic	Menchú	Suu Kyi	Both
Form of government they opposed			military dictatorship
Former colonial ruler			
Risks they took			
What they were resisting			
What they were fighting for			
When they won Nobel Peace Prize			

▶ **Talk About It**

Summarize one of the biographical sketches. When you summarize, you cover just the main points without much detail. First, reread the sketch and take notes on the most important points. Then with a partner, take turns telling your summaries.

Write About It: Write a Biographical Sketch

The biographical sketches in "Extraordinary People" describe the heroism of two people who rose to remarkable challenges. Think of someone you know who has taken a stand. Maybe you know someone who took part in the Civil Rights movement of the 1960s. Or perhaps you know someone who is fighting now for a cause in your community or who took a stand against some type of abuse. Write a brief biographical sketch describing that person.

A. Prewriting After you decide on someone to write about, you'll need to interview that person. Start by making a list of questions to ask. Here are some examples. Add other questions you want answered.

1. When and where were you born?
2. What stand did you take?
3. Where did this take place?
4. What made you decide to take a stand?
5. What did you do to take a stand?
6. How did you feel? Were you scared?
7. What were the results of your actions?
8. Looking back, how do you feel about what you did? Would you do it again?

Write your questions on separate paper, leaving enough space between them to take notes during your interview. Then interview the person.

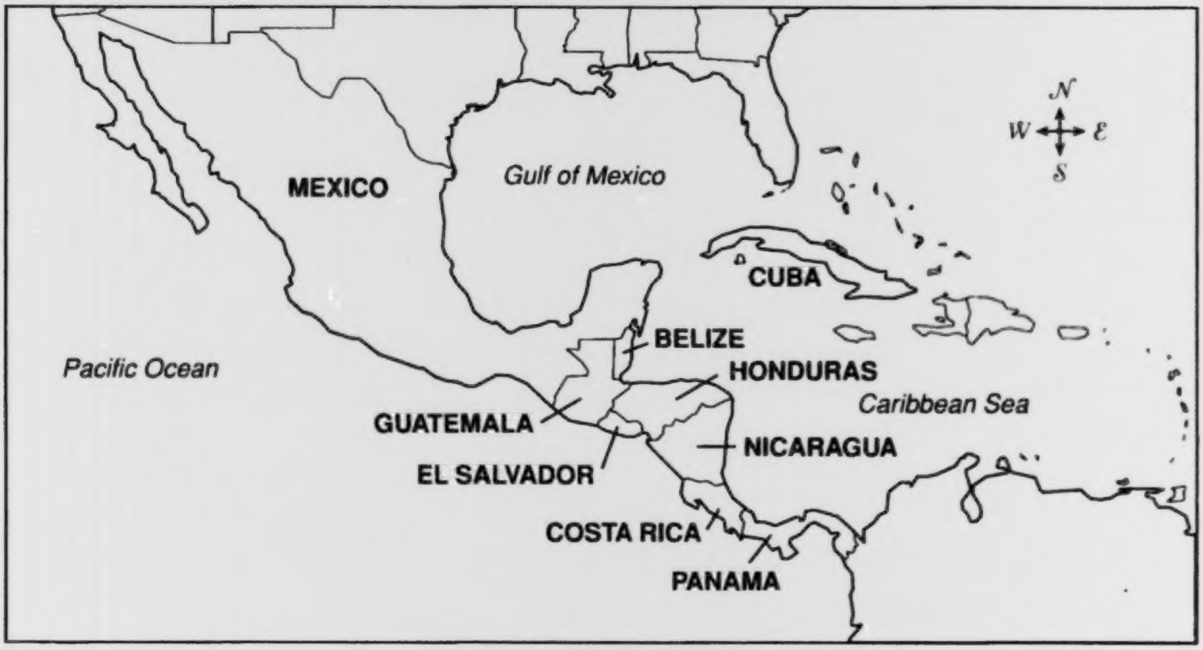
B. Writing Write a biographical sketch that includes the most interesting answers to the questions you asked. Begin by telling who the sketch is about and what the person stood up for. Close by saying whether the person would take the stand again, and why.

▶ **Save your draft.** At the end of this unit, you will choose one of your drafts to work with further.

Life Skill: Read a Map

Rigoberta Menchú's home country, Guatemala, is in Central America, a bridge of land that connects North and South America. You can use a map to find where she lives. A **map** is a representation that shows the major features of an area. There are maps of cities, states, countries, the world, and even the stars. A map usually shows the boundaries of separate places in the area and gives the names of important features. Directions are labeled with letters: *N* for north, *S* for south, *E* for east, and *W* for west.

The map below shows Rigoberta Menchú's home country of Guatemala and other Central American countries, plus Mexico and Cuba.


N
W
E
S
MEXICO
Gulf of Mexico
CUBA
BELIZE
Pacific Ocean
HONDURAS
Caribbean Sea
GUATEMALA
NICARAGUA
EL SALVADOR
COSTA RICA
PANAMA

Practice Answer these questions.

1. What countries border on Guatemala? ______________________________

____

2. What body of water is east of Guatemala? ______________________________

3. What body of water is west of Guatemala? ______________________________

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Lesson 6 ▶ LEARNING GOALS

Strategy: Use your prior knowledge
Reading: Read part of a speech
Skill: Identify the main idea and details
Writing: Write an opinion
Life Skill: Read a line graph

Before You Read

"I Have a Dream" is a very famous speech that the Reverend Martin Luther King, Jr., gave at a huge civil rights rally in Washington, D.C., in 1963. Dr. King worked all his life to bring racial equality to Americans. He was assassinated in 1968, at age 39. Before you read the speech, use your **prior knowledge** to list three things you already know about Dr. King.

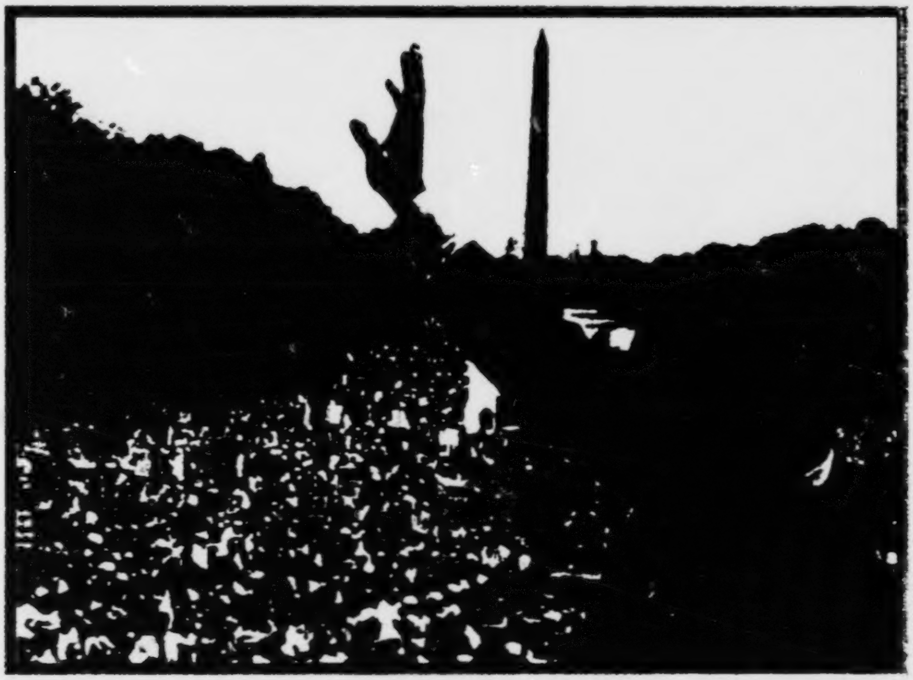
____

____

____

Preview the Reading

To preview the excerpt from "I Have a Dream," look at the picture. Read the title and the first paragraph aloud. What does Dr. King say he has?



AP/WIDE WORLD PHOTOS

Use the Strategy
In "I Have a Dream," Martin Luther King, Jr., moved a nation with his vision of an America that truly offers equal opportunity for all. As you read the excerpt below, think about Dr. King's views. Do you share them? Or do your views differ? If so, in what ways?

from I Have a Dream [redacted]

Martin Luther King, Jr.

So I say to you, my friends, that even though we must face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream that one day this nation will rise up and live out the true meaning of its creed[1]—we hold these truths to be self-evident, that all men are created equal.

Check-in "We hold these truths to be self-evident, that all men are created equal." Dr. King quoted this sentence from an important document written in 1776. Do you know which document?

I have a dream that one day on the red hills of Georgia, sons of former slaves and sons of former slave-owners will be able to sit down together at the table of brotherhood.

I have a dream that one day, even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today!

I have a dream that one day, down in Alabama, with its vicious racists, with its governor[2] having his lips dripping with the words of interposition[3] and nullification,[4] that one day, right there in Alabama, little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers. I have a dream today!

---

[1] **creed:** set of beliefs to live by.

[2] **governor:** refers to George Wallace, who was governor of Alabama at the time.

[3] **interposition:** a state putting its own authority before the authority of the federal government.

[4] **nullification:** the action of a state trying to prevent enforcement of federal law.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places shall be made plain, and the crooked places shall be made straight and the glory of the Lord will be revealed and all flesh shall see it together.

This is our hope. This is the faith that I go back to the South with.

With this faith we will be able to hear out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood.

With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day. This will be the day when all of God's children will be able to sing with new meaning—"my country 'tis of thee; sweet land of liberty; of thee I sing; land where my fathers died, land of the pilgrim's pride; from every mountain side, let freedom ring"—and if America is to be a great nation, this must become true.

So let freedom ring from the prodigious hilltops of New Hampshire.

Let freedom ring from the mighty mountains of New York.

Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow-capped Rockies of Colorado.

Let freedom ring from the curvaceous slopes of California.

But not only that.

Let freedom ring from Stone Mountain of Georgia.

Let freedom ring from Lookout Mountain of Tennessee.

Let freedom ring from every hill and molehill of Mississippi, from every mountainside, let freedom ring.

And when we allow freedom to ring, when we let it ring from every village and hamlet, from every state and city, we will be able to speed up that day when all of God's children—black men and white men, Jews and Gentiles, Catholics and Protestants—will be able to join hands and to sing in the words of the old Negro spiritual, "Free at last, free at last; thank God Almighty, we are free at last."

▶ **Final Check-in**

Did your prior knowledge of Dr. King and the Civil Rights movement of the 1960s help you to read and respond to Dr. King's impassioned plea? How do you think people would react to this speech today?

After You Read

A. Comprehension Check

1. According to Dr. King, America's creed is that
   (1) everyone should have a dream
   (2) all men are created equal
   (3) God is with us
   (4) we are free at last

2. What phrase is repeated many times throughout the speech?
   (1) This is our hope.
   (2) All men are created equal.
   (3) Free at last.
   (4) I have a dream.

3. Dr. King hopes his children will be judged by
   (1) the color of their skin
   (2) the content of their character
   (3) the fact that their father is a minister
   (4) where they live

4. What is Dr. King's impassioned plea in this speech?
   (1) to increase people's prejudices
   (2) to found a separate black nation
   (3) to let freedom ring
   (4) to admit that freedom is only a dream

B. Revisit the Reading Strategy Based on what you already knew and what you learned from reading part of Dr. King's speech, which statements below do you think he would have agreed with? Disagreed with?

Agree	Disagree	
______	______	**1.** The way to equality is harmony among all God's children.
______	______	**2.** Religion is just a tool to make people less angry.
______	______	**3.** The divisions between the races can never be bridged.

C. Think beyond the Reading Think about these questions and discuss them with a partner. Answer the questions in writing if you wish.

1. What leaders today, if any, do you think are carrying on Dr. King's work?

2. Martin Luther King knew he risked his life for his beliefs. How do you think he found the courage to speak out?

3. Martin Luther King was murdered for standing up and speaking out for freedom and equality for all people. Do you think the price he paid was worth it? Why or why not?

Think About It: Identify the Main Idea and Details

As you learned in Lesson 3, the **main idea** of a piece of writing is its most important point—its central thought or meaning. Sometimes it is stated in the first sentence, but it can be anywhere in a piece of writing. Sometimes the main idea is not stated directly, so you have to figure it out from the reading as a whole. Sometimes, as in Dr. King's speech, it is stated many times.

Whether the main idea is stated or implied, the job of the **supporting details** is to give specific facts, examples, or reasons to support or explain the main idea.

A. Look at Main Idea and Details

The main idea of the paragraph below is that the author still has a dream. Notice how the details support that idea.

▶ So I say to you, my friends, that even though we must face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream that one day this nation will rise up and live out the true meaning of its creed—we hold these truths to be self-evident, that all men are created equal.

Main Idea

I still have a dream.

Detail	**Detail**	**Detail**
The dream is deeply rooted in the American dream.	One day the nation will rise up.	The nation will live out its creed: All men are created equal.

B. Practice

1. Read the excerpt below. Then list five details from the excerpt.

> ▶ With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

Are the details you listed facts, examples, or reasons?

2. Read the excerpt below and answer the questions that follow.

> ▶ So let freedom ring from the prodigious hilltops of New Hampshire.
> Let freedom ring from the mighty mountains of New York.
> Let freedom ring from the heightening Alleghenies of Pennsylvania.
> Let freedom ring from the snow-capped Rockies of Colorado.
> Let freedom ring from the curvaceous slopes of California.
> But not only that.
> Let freedom ring from Stone Mountain of Georgia.
> Let freedom ring from Lookout Mountain of Tennessee.
> Let freedom ring from every hill and molehill of Mississippi, from every mountainside, let freedom ring.

a. What is the main idea of this excerpt?

b. What do all the details have in common?

3. Reread the whole excerpt of Dr. King's speech. Then in your own words, write the main idea of the whole passage.

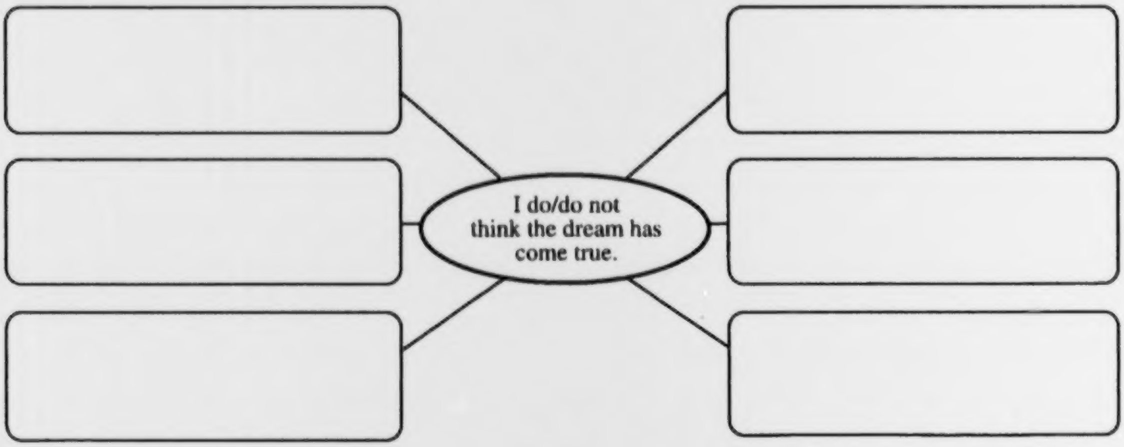
▶ **Talk About It**

In a small group, take turns reading sections of the speech aloud. Practice making dramatic pauses and hand gestures. If you've seen the film of Dr. King delivering this speech, try to match his tone of voice.

Write About It: Write an Opinion

Martin Luther King, Jr., gave his "I Have a Dream" speech in 1963. This speech established the direction of the Civil Rights movement for years to come. However, people have different opinions about whether the dream of equality has been realized. Do you think Dr. King's dream has come true? Write your opinion.

A. Prewriting To decide whether you feel that Dr. King's dream of equality has come true, think about the examples of freedom and equality that he gave in his speech. How many of them are true today? Think of other examples of equality and inequality that you know of, too. Use the idea map below to organize your thoughts. Fill in the blanks with facts, examples, or reasons that support your opinion.



B. Writing Write your opinion using the items on your idea map. Use the central statement from the idea map as your topic sentence. Add facts, examples, or reasons as details to support your opinion. You can write everything in one paragraph, or you can put each supporting detail in a separate paragraph.

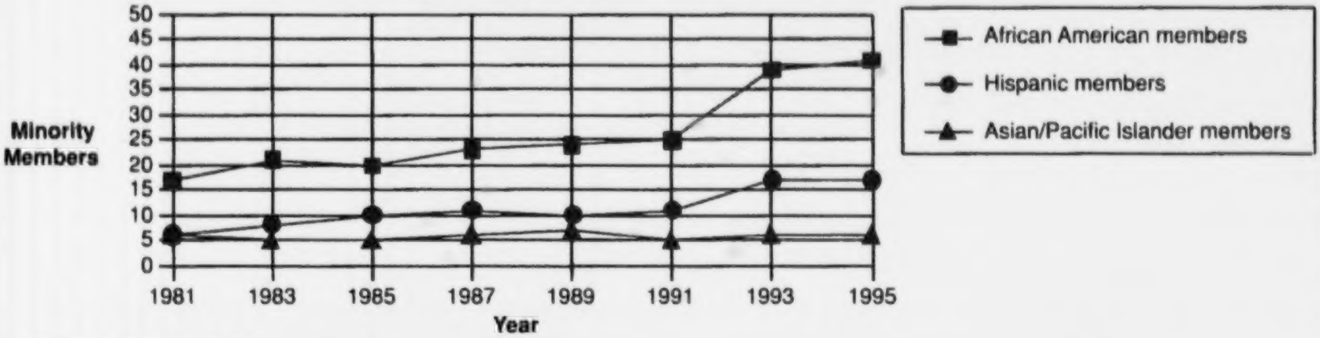
▶ **Save your draft.** At the end of this unit, you will choose one of your drafts to work with further.

Life Skill: Read a Line Graph

As you learned in Lesson 3, graphs are used in place of words to display certain kinds of information. **Line graphs** are especially helpful for showing changes over a period of time. To understand a line graph, first read the title and the labels along the side and the bottom. The labels show what the numbers stand for.

Practice Study the line graph below and answer the questions that follow. Note that the total number of members of Congress is 535 every year.

Minority Members of the U.S. Congress*: 1981–1995



*House and Senate combined
Source: Statistical Abstract of the United States 1995

1. What is the graph about? ______________________________

2. About how many African American members of Congress were there in 1981? __________

3. About how many African American legislators were there in 1995? __________

4. In 1981, minority members made up 5 percent of Congress. By 1995, they made up 12 percent of Congress. What is the trend in the number of minority legislators? __________

5. Which minority group has maintained a fairly steady representation? __________

Writing Skills Mini-Lesson:

Commas in Compound Sentences

Use a comma to separate the simple sentences in a **compound sentence,** but do not use a comma in a **compound subject** or **compound verb.**

1. **Compound sentences.** A compound sentence has two parts. Each part is a complete thought and has its own subject and verb. You join the two parts with a connecting word like *and, or, but, yet,* or *so.* Use a comma **before** the connecting word.

   Some $\overbrace{\text{people}}^{\text{Subject}}$ $\overbrace{\text{want}}^{\text{Verb}}$ new leaders, **so** $\overbrace{\text{they}}^{\text{Subject}}$ $\overbrace{\text{vote}}^{\text{Verb}}$ for new candidates.

   Some $\overbrace{\text{people}}^{\text{Subject}}$ $\overbrace{\text{want}}^{\text{Verb}}$ new leaders, **but** $\overbrace{\text{they}}^{\text{Subject}}$ $\overbrace{\text{refuse}}^{\text{Verb}}$ to vote.

2. **Compound subjects and verbs.** Two subjects joined with the word *and* make a compound subject.

   $\overbrace{\textbf{Men and women}}^{\text{Compound Subject}}$ $\overbrace{\text{register}}^{\text{Verb}}$ before an election.

   Two verbs joined with *and* make a compound verb.

   $\overbrace{\text{People}}^{\text{Subject}}$ $\overbrace{\textbf{go and vote}}^{\text{Compound Verb}}$ on election day.

   Do not use a comma before *and* in a compound subject or verb.

Practice Copy the paragraph, adding commas where necessary.

My family always reads and talks about the news. We discuss and even argue about politics. My mother and father have voted in every election since 1968. My brother voted four years ago but I was too young to vote then. I turned 18 last year and I voted for the first time. My sister and I registered to vote on the same day. We all voted in the next election but we voted for different people. My mother and father voted for the Democratic candidate. My sister and brother voted for the Republican candidate and I voted for an independent. My candidate lost but I was still excited about voting for the first time.

▶ Unit 2 Review

Reading Review

The Woman Who Conquered the Klan

Beulah Mae Donald was a quiet, unassuming woman who dropped out of school at age 15. She spent the next 46 years raising and supporting her eight children. They made her proud by going to college and getting good jobs. Her youngest son, Michael, was a shy, sweet young man. At 19, he was a college student who worked part-time at the local newspaper.

One night in March 1981, Michael was accosted by two white men in his hometown of Mobile, Alabama. They dragged him off the street at gunpoint and killed him, then strung his body from a tree. The killers were members of the Ku Klux Klan. The next morning, the Great Titan of the Klan called a TV station and said, "That's a pretty sight. Gonna look good on the news."

The district attorney claimed that race was not a factor in the murder. He suspected it was drug-related, so Ms. Donald let them search Michael's room. They found nothing. The local authorities found no suspects, and neither did the FBI. The case was closed.

Ms. Donald had to know what had happened. She wanted to prove that "Michael did no wrong." The family organized a march and picketed the courthouse but got no action. Finally, six months after the murder, the FBI reopened its investigation. In January 1985, Klansman James (Tiger) Knowles went to prison for life and Klansman Henry Hays was sentenced to death. Ms. Donald did not attend the trial because she couldn't bear to look at the men who had murdered her son.

Then, in 1987, the Southern Poverty Law Center suggested bringing a civil suit against the Klan. They thought they could prove conspiracy. The Klan offered to settle for $100,000. Ms. Donald refused. She wanted to avenge her son's death by breaking the Klan—and she did. The landmark case made the Klan itself financially responsible for the criminal activities of any member. The jury awarded Ms. Donald $7 million. The branch of the Klan that killed her son didn't have that much money, so now it's penniless. No amount of money can take away the family's pain, but it brings them some satisfaction to know they may have crippled that branch of the Klan for good.

Choose the best answer for each question.

1. The main idea of the article is that
   (1) Beulah Mae Donald had eight children
   (2) Beulah Mae Donald fought the Klan and won
   (3) the authorities didn't take Michael's death seriously
   (4) the Klan wanted TV coverage of the lynching

2. The first time the FBI investigated Michael Donald's murder,
   (1) they solved the case
   (2) they knew it was drug-related
   (3) they found no suspects
   (4) they knew it was a racist crime

3. Beulah Mae Donald is like Rigoberta Menchú in that
   (1) she traveled to a foreign country
   (2) she lost a family member to the Klan
   (3) she lived in the American South
   (4) she stood up for what was right

4. Beulah Mae Donald is different from Mr. Garrett in that
   (1) she fought against the Klan
   (2) she lived in the South
   (3) she stood up for what was right
   (4) she raised eight children

Writing Process

In Unit 2, you wrote three first drafts. Choose the piece that you would like to work with further. You will revise, edit, and make a final copy of this draft.

_____ your paragraph about a time when you or someone you know took a stand (page 54)

_____ your biographical sketch about someone who took a stand (page 64)

_____ your opinion about Dr. King's dream coming true (page 72)

Find the first draft of your choice. Then turn to page 159 in this book. Follow steps 3, 4, and 5 in the Writing Process to create a final draft.

As you revise, check your draft for these specific points:

Paragraph about taking a stand: Make sure you use details to describe the stand.

Biographical sketch: Be sure you include how and why the person took the stand.

Your opinion about King's dream: Be sure you include details that support your opinion.

Unit 3 Relationships

Relationships are the bonds between people. You form relationships with many people during your lifetime: with your family, your friends, your neighbors, and your co-workers. Good relationships can help make your life more fulfilling. But good relationships don't just happen. To have good relationships, people must care about one another and be willing to share each other's lives. In Unit 3, you will read about relationships between parents and children in two different families. You will also read some graphs that reveal how relationships in the U.S. have been changing over the last half century.

Before you begin Unit 3, think about the relationships in your life. Which are most important to you? Which have helped to shape your life?

Be an Active Reader

As you read the selections in this unit

- Put a question mark (?) by things you do not understand.
- Underline words you do not know. Try to use context clues to figure them out.

After you read each selection in this unit

- Reread sections you marked with a question mark (?). If they still do not make sense, discuss them with a partner or your instructor.
- Look at words you underlined. Discuss any words you still don't understand with a partner or your instructor, or look them up in a dictionary.

Lesson 7 ▶ LEARNING GOALS

Strategy: Visualize
Reading: Read a scene from a play
Skill: Make inferences
Writing: Write dialogue
Life Skill: Read a map

Before You Read

In this lesson, you will read an excerpt from the play *On Golden Pond.* The play explores the relationships among a husband, a wife, and their adult daughter.

Reading a play is different from reading a novel or short story. Plays do not include long passages that describe the characters, the settings, or the actions. A brief description of the setting and a listing of the cast of characters is usually provided, but most of what you read are the words the characters speak, called *dialogue.* The name of the character speaking precedes each line of dialogue. Stage directions are usually in italics set apart by parentheses. They are not meant to be spoken. They tell the actors where to move or how to speak. Look at this example of dialogue:

ETHEL: Sit down and tell me about your trip.
CHELSEA: (*An outburst*) I don't want to sit down.

Can you tell which line is spoken by Ethel and which is spoken by Chelsea? Can you visualize how the actress might portray "an outburst"? If you were playing the part of Chelsea, how would you speak this line?

When you read a play, it is important to try to **visualize** the characters, their actions, and the setting. Picture what the action on the stage looks like as the characters speak their lines.

Preview the Reading

Preview the scene by skimming through it. Read the characters' names. Look at the photos from the movie that was based on this play.

Use the Strategy
As you read, pay attention to which character is speaking each line. Use the stage directions to help you visualize what is going on.

from On Golden Pond

Ernest Thompson

PHOTOFEST

Katharine Hepburn plays Ethel and Jane Fonda plays Chelsea in the 1981 movie version of *On Golden Pond*.

In this play, Norman and Ethel Thayer, an elderly married couple, are spending the summer in their home on Golden Pond in the woods of Maine. Chelsea, their adult daughter, is visiting for the first time in eight years. Chelsea has had troubled relationships with her parents. In the first scene, Chelsea has arrived earlier in the day. She and her mother are in the living room. Chelsea is standing and Ethel is sitting in a chair.

CHELSEA: (*Turning to the mantel and picking up a picture*) Look at this. Chelsea on the swim team. That was a great exercise in humiliation.

ETHEL: Oh, stop it. You were a good diver.

CHELSEA: I wasn't a good diver. I was a good sport. I could never do a damn back flip.

ETHEL: Well, we were proud of you for trying.

CHELSEA: Right. Everyone got a big splash out of me trying. Why do you think I subjected myself to all that? I wasn't aiming for the 1956 Olympics, you know. I was just trying to please Norman. Because he'd been a diver, in the eighteen hundreds.

ETHEL: Can't you be home for five minutes without getting started on the past?

CHELSEA: This house seems to set me off.

ETHEL: Well, it shouldn't. It's a nice house.

CHELSEA: I act like a big person everywhere else. I do. I'm in charge in Los Angeles. I guess I've never grown up on Golden Pond. Do you understand?

ETHEL: I don't think so.

CHELSEA: It doesn't matter. There's just something about coming back here that makes me feel like a little fat girl.

ETHEL: Sit down and tell me about your trip.

CHELSEA: (*An outburst*) I don't want to sit down. Where were you all that time? You never bailed me out.

ETHEL: I didn't know you needed bailing out.

CHELSEA: Well, I did.

ETHEL: Here we go again. You had a miserable childhood. Your father was overbearing, your mother ignored you. What else is new? Don't you think everyone looks back on their childhood with some bitterness or regret about something? You are a big girl now, aren't you tired of it all? You have this unpleasant chip on your shoulder which is very unattractive. You only come home when I beg you to, and when you get here all you can do is be disagreeable about the past. Life marches by, Chelsea, I suggest you get on with it. (*ETHEL stands and glares at CHELSEA*) You're such a nice person. Can't you think of something nice to say?

When you read Ethel's stage direction above, did you picture the action? What did Ethel do? How did she look?

◀ **Check-in**

CHELSEA: I married Bill in Brussels.

ETHEL: You did what in Brussels?

CHELSEA: I married Bill.

ETHEL: Does it count in this country?

CHELSEA: 'Fraid so.

ETHEL: (*Stepping to* CHELSEA *and kissing her*) Well, bless you. Congratulations.

CHELSEA: Thank you.

ETHEL: You have an odd way of building up to good news.

CHELSEA: I know.

Later in the same scene, Norman is standing and gazing out at the pond. Chelsea walks over and sits down near him. They have the following conversation.

PHOTOFEST

Katharine Hepburn, Henry Fonda, and Jane Fonda in *On Golden Pond.*

NORMAN: Did you hear what the stupid Yankees did?

CHELSEA: No. (*Carefully*) I don't want to talk about baseball.

NORMAN: Oh. I was just going to mention something you might have found interesting, but it doesn't matter.

CHELSEA: I want to talk about us.

NORMAN: What about us?

CHELSEA: You want to sit down?

NORMAN: (*Nervous*) Should I? . . . Perhaps I'd better stand.

CHELSEA: (*Smiling*) I just wanted to say . . . that I'm sorry.

NORMAN: Fine. No problem.

CHELSEA: Don't you want to know what I'm sorry about?

NORMAN: I suppose so.

CHELSEA: Um. I'm sorry that our communication has been so bad. That my . . . that I've been walking around with a chip on my shoulder.

NORMAN: Oh.

CHELSEA: I'm sorry I didn't come to your retirement dinner.

NORMAN: Oh. That was some time ago, you know.

CHELSEA: Yes. I know.

NORMAN: Well, you really missed something there. I gave them quite a speech.

CHELSEA: I heard about it. I heard you were very funny.

NORMAN: I was. I was a scream.

CHELSEA: I'm sorry I missed it.

NORMAN: Well . . .

CHELSEA: Um, I think it would be a good idea if we tried . . . to have the kind of relationship we're supposed to have.

NORMAN: What kind of relationship are we supposed to have?

CHELSEA: Um. Like a father and a daughter.

NORMAN: Ah. Well. Just in the nick of time, huh?

CHELSEA: No.

NORMAN: Worried about the will, are you? I'm leaving everything to you, except what I'm taking with me.

CHELSEA: Stop it. (*She steps to him*) I don't want anything. We've been mad at each other for too long.

NORMAN: Oh. I didn't realize we were mad. I thought we just didn't like each other.

CHELSEA: I want to be your friend.

NORMAN: Oh. Okay. Does this mean you're going to come around more often? I may not last eight more years, you know.

CHELSEA: Tsk. I'll come around more often.

NORMAN: Well. It would mean a lot to your mother.

CHELSEA: Okay. (*They look at each other a moment, nothing more to say*) Now you want to tell me about the Yankees?

NORMAN: The Yankees? They're bums.

▶ **Final Check-in**

Visualize the expressions on Norman's and Chelsea's faces at the end of this scene. How do you think they look?

After You Read

A. Comprehension Check

1. Why did Chelsea join the swim team in high school?
   (1) to lose weight
   (2) to please her father
   (3) to attract boys
   (4) to learn to do a back flip

2. Ethel thinks her daughter should
   (1) avoid Norman
   (2) marry Bill
   (3) start swimming again
   (4) put the past behind her

3. How do you think Chelsea feels about her father?
   (1) She loves him.
   (2) She's afraid of him.
   (3) She never wants to see him again.
   (4) She's ashamed of him.

4. Norman talks to his daughter about baseball because
   (1) he used to play in the major leagues
   (2) he doesn't know what else to say
   (3) he's a big Yankees fan
   (4) he wants to teach her to play

B. Revisit the Reading Strategy Reading a play is different from reading a story because it leaves so much to your imagination. List some of the things you visualized as you read these scenes. Did you visualize how the Thayers' home on Golden Pond looks? How the characters looked? The expressions on their faces? Discuss your ideas with the group.

____

____

C. Think beyond the Reading Think about these questions and discuss them with a partner. Answer the questions in writing if you wish.

1. Like Chelsea's family, many parents and children expect different things from each other. What did your parents expect from you when you were young? How did they expect you to act? What kind of job did they want you to have? How did your ideas about your life differ from theirs?

2. If you are a parent, what do you expect from your children? How do you want them to act toward you? How do their ideas differ from yours?

Think About It: Make Inferences

When you **make inferences,** you use your own experience and knowledge to understand ideas that aren't stated in words. Inferring involves using clues and reading between the lines to figure things out. What can you infer about the relationship between Chelsea and Norman from this dialogue?

▶ NORMAN: Does this mean you're going to come around more often? I may not last eight more years, you know.
CHELSEA: Tsk. I'll come around more often.
NORMAN: Well. It would mean a lot to your mother.

You can infer from this that Chelsea has not visited her parents in eight years, and that her father misses her but he won't admit it.

A. Look at Inferences

In the passage that follows, use your own experience to fill in the missing pieces. What can you infer about Chelsea's relationship with her parents?

▶ CHELSEA: Why do you think I subjected myself to all that? I wasn't aiming for the 1956 Olympics, you know. I was just trying to please Norman. Because he'd been a diver, in the eighteen hundreds.
ETHEL: Can't you be home for five minutes without getting started on the past?

You may infer that Chelsea spent her youth trying to please her father and still resents him. Her sarcasm about how long ago he was a diver shows that she still feels anger about it. You can also infer that Ethel gets impatient with Chelsea's self-pity, and that they've had similar discussions in the past.

B. Practice Read the passages and answer the questions. Use your own experience as well as the clues in the lines.

1. ▶ CHELSEA: (*An outburst*) I don't want to sit down. Where were you all that time? You never bailed me out.
ETHEL: I didn't know you needed bailing out.
CHELSEA: Well, I did.
ETHEL: Here we go again. You had a miserable childhood. Your father was overbearing, your mother ignored you. What else is new? Don't you think everyone looks back on their childhood with some bitterness or regret about something? You are a big

girl now, aren't you tired of it all? You have this unpleasant chip on your shoulder which is very unattractive. You only come home when I beg you to, and when you get here all you can do is be disagreeable about the past. Life marches by, Chelsea, I suggest you get on with it. (*Ethel stands and glares at Chelsea*) You're such a nice person. Can't you think of something nice to say?

a. What can you infer about Ethel's feelings toward Chelsea? ____________________

____

b. What can you infer about Chelsea and Ethel's relationship when Chelsea was growing up? ____

2. ▶ NORMAN: Did you hear what the stupid Yankees did?

CHELSEA: No. (*Carefully*) I don't want to talk about baseball.

NORMAN: Oh. I was just going to mention something you might have found interesting, but it doesn't matter.

CHELSEA: I want to talk about us.

NORMAN: What about us?

CHELSEA: You want to sit down?

NORMAN: (*Nervous*) Should I? . . . Perhaps I'd better stand.

CHELSEA: (*Smiling*) I just wanted to say . . . that I'm sorry.

NORMAN: Fine. No problem.

CHELSEA: Don't you want to know what I'm sorry about?

NORMAN: I suppose so.

CHELSEA: Um. I'm sorry that our communication has been so bad. That my . . . that I've been walking around with a chip on my shoulder.

NORMAN: Oh.

a. What can you infer about Chelsea's feelings toward Norman? ____________________

____

b. What can you infer about Norman's attitude toward discussing feelings? __________

____

▶ **Talk About It**

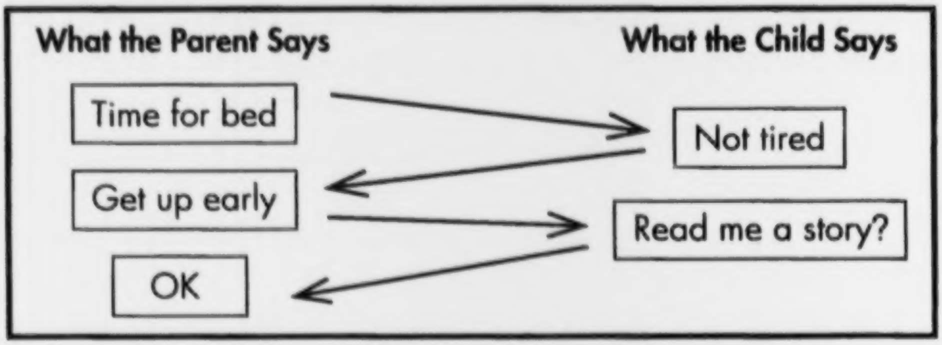
In groups of three, play the roles of Chelsea, Ethel, and Norman. Follow the stage directions and read the lines as you picture the characters would say them.

720

Write About It: Write Dialogue

Plays consist mostly of dialogue. Try writing a brief piece of dialogue yourself. First think of two characters, the relationship between them, and a situation. Examples might be a parent and child arguing over bedtime, or a discussion between two friends.

A. Prewriting List the two characters you will include in the dialogue. Write a sentence or two to describe the situation. Then make a word map of the important phrases the two characters will say to each other, in order. The word map below shows what a parent and child might say to each other at bedtime.



Read this sample dialogue based on the word map above. Each phrase from the word map makes a line of dialogue. Read the sample dialogue.

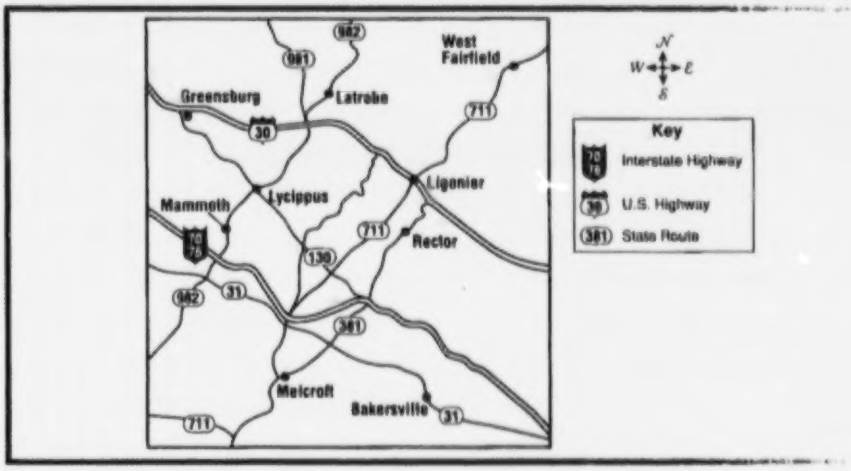
LARRY: Alana, honey, it's time for bed.
ALANA: Oh, Daddy, I don't want to. I'm not tired.
LARRY: You will be when you have to get up early for school.
ALANA: Please, please, please read me a story.
LARRY: (*Giving in*) Okay, sweetie. But brush your teeth first.

B. Writing On separate paper, use your word map to write your own dialogue.

▶ **Save your draft.** At the end of this unit, you will choose one of your drafts to work with further.

Life Skill: Read a Map

Imagine that it is your turn to host a family get-together, and you have recently moved to a town named Rector. Your relatives will be driving from various locations. You decide to send everyone the map below so they can find their way to Rector.


982
981
West Fairfield
Greensburg
Latrobe
30
711
Ligonier
Mammoth
Lycippus
711
Rector
70
76
130
982
31
381
Melcroft
Bakersville
31
711
N
W
E
S
Key
Interstate Highway
U.S. Highway
State Route

Practice On your own or with a partner, study the map. Find Rector. Then answer the questions.

1. What route is Rector on? ______

2. If you were driving north on Route 381 from Melcroft to Rector, what major highway would you cross? ______

3. If you were driving from Lycippus, what two roads would take you most directly to Rector? ______

4. If you were driving from West Fairfield, what three roads would take you most directly to Rector? ______

5. What direction is Rector from Ligonier?
   (1) north (2) east (3) south (4) west

6. What direction is Rector from Mammoth?
   (1) north (2) east (3) south (4) west

7. If you were driving home to Bakersville at sunset, would the sun be in your eyes? ______

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Lesson 8 ▶

LEARNING GOALS

Strategy: Imagine
Reading: Read a story
Skill: Identify theme
Writing: Write a friendly letter
Life Skill: Read a family tree

Before You Read

"The Corn Planting" is a story about how an elderly couple, the Hutchensons, deal with the tragic death of their only son. It takes place in the 1920s. Try to **imagine** how the Hutchensons felt upon learning of the death of their son. Think about how it feels to lose a family member. Try to figure out what the Hutchensons might do and say. To help you do this, answer the questions below before you read the story.

1. Have you or someone you know experienced the death of a relative or close friend? If so, what did you do when you first learned of the tragedy?

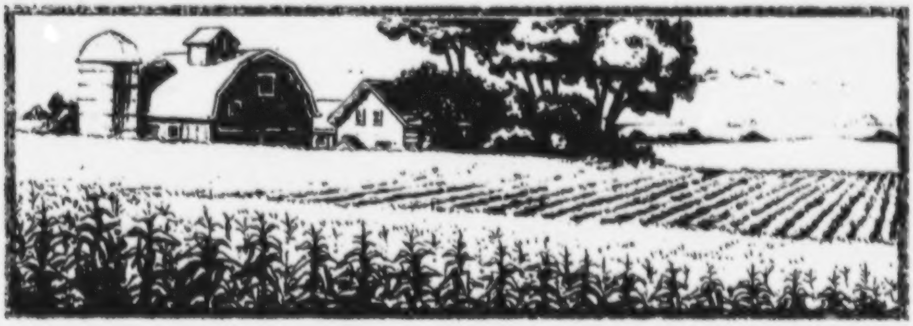
____

2. Why did you react that way?

____

Preview the Reading

To preview the story, look at the title and pictures. Where do you think the story takes place?



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Use the Strategy
As you read, try to picture the people and places in the story. Imagine how the characters feel.

The Corn Planting

Sherwood Anderson

The farmers who come to our town to trade are a part of the town life. Saturday is the big day. Often the children come to the high school in town.

It is so with Hatch Hutchenson. Although his farm, some three miles from town, is small, it is known to be one of the best-kept and best-worked places in all our section. Hatch is a little gnarled old figure of a man. His place is on the Scratch Gravel Road and there are plenty of poorly kept places out that way.

Hatch's place stands out. The little frame house is always kept painted, the trees in his orchard are whitened with lime halfway up the trunks, and the barn and sheds are in repair, and his fields are always clean-looking.

Hatch is nearly seventy. He got a rather late start in life. His father, who owned the same farm, was a Civil War man and came home badly wounded, so that, although he lived a long time after the war, he couldn't work much. Hatch was the only son and stayed at home, working the place until his father died. Then, when he was nearing fifty, he married a schoolteacher of forty, and they had a son. The schoolteacher was a small one like Hatch. After they married, they both stuck close to the land. They seemed to fit into their farm life as certain people fit into the clothes they wear. I have noticed something about people who make a go of marriage. They grow more and more alike. They even grow to look alike.

Check-in Can you imagine what the old couple look like? What their farm is like?

Their one son, Will Hutchenson, was a small but remarkably strong boy. He came to our high school in town and pitched on our town baseball team. He was a fellow always cheerful, bright and alert, and a great favorite with all of us.

For one thing, he began as a young boy to make amusing little drawings. It was a talent. He made drawings of fish and pigs and cows, and they looked like people you knew. I never did know, before, that people could look so much like cows and horses and pigs and fish.

When he had finished in the town high school, Will went to Chicago, where his mother had a cousin living, and he became a student in the Art Institute out there. Another young fellow from our town was also in Chicago. He really went two years before Will did. His name is Hal Weyman, and he was a student at the University of Chicago. After he graduated, he came home and got a job as principal of our high school.

Hal and Will Hutchenson hadn't been close friends before, Hal being several years older than Will, but in Chicago they got together, went together to see plays, and, as Hal later told me, they had a good many long talks.

I got it from Hal that, in Chicago, as at home here when he was a young boy, Will was immediately popular. He was good-looking, so the girls in the art school liked him, and he had a straightforwardness that made him popular with the young fellows.

Hal told me that Will was out to some party nearly every night, and right away he began to sell some of his amusing little drawings and to make money. The drawings were used in advertisements, and he was well paid.

He even began to send some money home. You see, after Hal came back here, he used to go quite often out to the Hutchenson place to see Will's father and mother. He would walk or drive out there in the afternoon or on summer evenings and sit with them. The talk was always of Will.

Check-in ▶ Can you imagine what Hal is like? How does he feel about Will?

Hal said it was touching how much the father and mother depended on their one son, how much they talked about him and dreamed of his future. They had never been people who went about much with the town folks or even with their neighbors. They were of the sort who work all the time, from early morning till late in the evenings, and on moonlight nights, Hal said, and after the little old wife had got the supper, they often went out into the fields and worked again.

You see, by this time old Hatch was nearing seventy and his wife would have been ten years younger. Hal said that whenever he went out to the farm they quit work and came to sit with him. They might be in one of the fields, working together, but when they saw him in the road, they came running. They had got a letter from Will. He wrote every week.

The little old mother would come running following the father. "We got another letter, Mr. Weyman," Hatch would cry, and then his wife, quite breathless, would say the same thing, "Mr. Weyman, we got a letter."

The letter would be brought out at once and read aloud. Hal said the letters were always delicious. Will larded them with little sketches. There were humorous drawings of people he had seen or been with, rivers of automobiles on Michigan Avenue in Chicago, a policeman at a street

crossing, young stenographers hurrying into office buildings. Neither of the old people had ever been to the city and they were curious and eager. They wanted the drawings explained, and Hal said they were like two children wanting to know every little detail Hal could remember about their son's life in the big city. He was always at them to come there on a visit and they would spend hours talking of that.

"Of course," Hatch said, "we couldn't go."

"How could we?" he said. He had been on that one little farm since he was a boy. When he was a young fellow, his father was an invalid and so Hatch had to run things. A farm, if you run it right, is very exacting. You have to fight weeds all the time.

There are the farm animals to take care of. "Who would milk our cows?" Hatch said. The idea of anyone but him or his wife touching one of the Hutchenson cows seemed to hurt him. While he was alive, he didn't want anyone else plowing one of his fields, tending his corn, looking after things about the barn. He felt that way about his farm. It was a thing you couldn't explain, Hal said. He seemed to understand the two old people.

It was a spring night, past midnight, when Hal came to my house and told me the news. In our town we have a night telegraph operator at the railroad station and Hal got a wire. It was really addressed to Hatch Hutchenson, but the operator brought it to Hal. Will Hutchenson was dead, had been killed. It turned out later that he was at a party with some other young fellows and there might have been some drinking. Anyway, the car was wrecked, and Will Hutchenson was killed. The operator wanted Hal to go out and take the message to Hatch and his wife, and Hal wanted me to go along.

I offered to take my car, but Hal said no. "Let's walk out," he said. He wanted to put off the moment, I could see that. So we did walk. It was early spring, and I remember every moment of the silent walk we took, the little leaves just coming on the trees, the little streams we crossed, how the moonlight made the water seem alive. We loitered and loitered, not talking, hating to go on.

Then we got out there, and Hal went to the front door of the farmhouse while I stayed in the road. I heard a dog bark, away off somewhere. I heard a child crying in some distant house. I think that Hal, after he got to the front door of the house, must have stood there for ten minutes, hating to knock.

Then he did knock, and the sound his fist made on the door seemed terrible. It seemed like guns going off. Old Hatch came to the door, and I heard Hal tell him. I know what happened. Hal had been trying, all the way out from town, to think up words to tell the old couple in some gentle way, but when it came to the scratch, he couldn't. He blurted everything right out, right into old Hatch's face.

That was all. Old Hatch didn't say a word. The door was opened, he stood there in the moonlight, wearing a funny long white nightgown, Hal told him, and the door went shut again with a bang, and Hal was left standing there.

He stood for a time, and then came back out into the road to me. "Well," he said, and "Well," I said. We stood in the road looking and listening. There wasn't a sound from the house.

And then—it might have been ten minutes or it might have been a half-hour—we stood silently, listening and watching, not knowing what to do—we couldn't go away—"I guess they are trying to get so they can believe it," Hal whispered to me. I got his notion all right. The two old people must have thought of their son Will always only in terms of life, never of death.

Check-in ▶ Can you imagine why Hal and the narrator waited; why they couldn't go away?

We stood watching and listening, and then, suddenly, after a long time, Hal touched me on the arm. "Look," he whispered. There were two white-clad figures going from the house to the barn. It turned out, you see, that old Hatch had been plowing that day. He had finished plowing and harrowing a field near the barn.

The two figures went into the barn and presently came out. They went into the field, and Hal and I crept across the farmyard to the barn and got to where we could see what was going on without being seen.

It was an incredible thing. The old man had got a hand corn-planter out of the barn and his wife had got a bag of seed corn, and there, in the moonlight, that night, after they got that news, they were planting corn.

It was a thing to curl your hair—it was so ghostly. They were both in their nightgowns. They would do a row across the field, coming quite close to us as we stood in the shadow of the barn, and then, at the end of each row, they would kneel side by side by the fence and stay silent for a time. The whole thing went on in silence. It was the first time in my life I ever understood something, and I am far from sure now that I can put down what I understood and felt that night—I mean something about the connection between certain people and the earth—a kind of silent cry, down into the earth, of these two old people, putting corn down into the earth. It was as though they were putting death down into the ground that life might grow again—something like that.

They must have been asking something of the earth, too. But what's the use? What they were up to in connection with the life in their field and the lost life in their son is something you can't very well make clear in words. All I know is that Hal and I stood the sight as long as we could, and then we crept away and went back to town, but Hatch Hutchenson and his wife must have got what they were after that night, because Hal told me that when he went out in the morning to see them and to make the arrangements for bringing their dead son home, they were both curiously quiet and Hal thought in command of themselves. Hal said he thought they had got something. "They have their farm and they have still got Will's letters to read," Hal said.

▶ **Final Check-in**

Did you imagine the people and places in the story as you read? How did you picture Will? Will's parents?

After You Read

A. Comprehension Check

1. Think about Hatch and his wife. Write two ways they were alike.

2. Think about Will's personality. Write two or three words that describe him.

3. Do you think Will would have been happy staying home and becoming a farmer? Explain your answer.

4. Why didn't Will's parents ever visit him in Chicago?

5. After Will died, what did his parents have left to comfort them?

6. When the Hutchensons learned that their son had died, they planted new corn. Why do you think they did this?

B. Revisit the Reading Strategy Can you imagine how Hal felt when he was asked to deliver the tragic news of Will's death? Imagine how you would have felt. Think about his actions. With a partner or small group, talk about what you might have done.

C. Think beyond the Reading Will wrote to his parents every week. Have you ever tried to maintain a long-distance relationship with a family member or friend? Discuss different ways of keeping in touch with someone far away. Why is it hard to maintain a long-distance friendship? What can make it worth the effort?

Think About It: Identify Theme

You learned in Lesson 4 that a story's **theme** is its general message about life. Sometimes an author states the theme directly. More often, however, the theme is revealed through the actions and attitudes of the characters, and the events in the plot. In "The Corn Planting," Sherwood Anderson reveals his theme gradually.

A. Look at Theme

This excerpt from "The Corn Planting" indicates the story's theme:

> ▶ It was as though they were putting death down into the ground that life might grow again. . . .

Which of the following sentences comes closest to stating the theme?

1. The theme of the story is "death conquers all in the end."
2. The theme of the story is "affirming life in the face of death."

The second sentence more closely states the theme of "The Corn Planting."

B. Practice Below are several excerpts from "The Corn Planting." Check each one that helps reveal the theme of "affirming life in the face of death."

_____ **1.** ▶ . . . there, in the moonlight, that night, after they got that news, they were planting corn.

_____ **2.** ▶ . . . right away he began to sell some of his amusing little drawings and to make money.

_____ **3.** ▶ What they were up to in connection with the life in their field and the lost life in their son is something you can't very well make clear in words.

_____ **4.** ▶ Hal said it was touching how much the father and mother depended on their one son. . . .

_____ **5.** ▶ They must have been asking something of the earth, too.

▶ **Talk About It**

Discuss couples you know who have a strong relationship and a long marriage like the Hutchensons. Include details that help you picture the couple and their relationship.

Write About It: Write a Friendly Letter

Will Hutchenson wrote to his parents every week. His letters were funny and interesting. Write a letter to a friend or family member you've been meaning to contact.

A. Prewriting Think about what you want to say in your letter. On the lines below, list things you have done recently, people you have talked to, conversations you have had, your feelings about things—anything that will inform or entertain your reader.

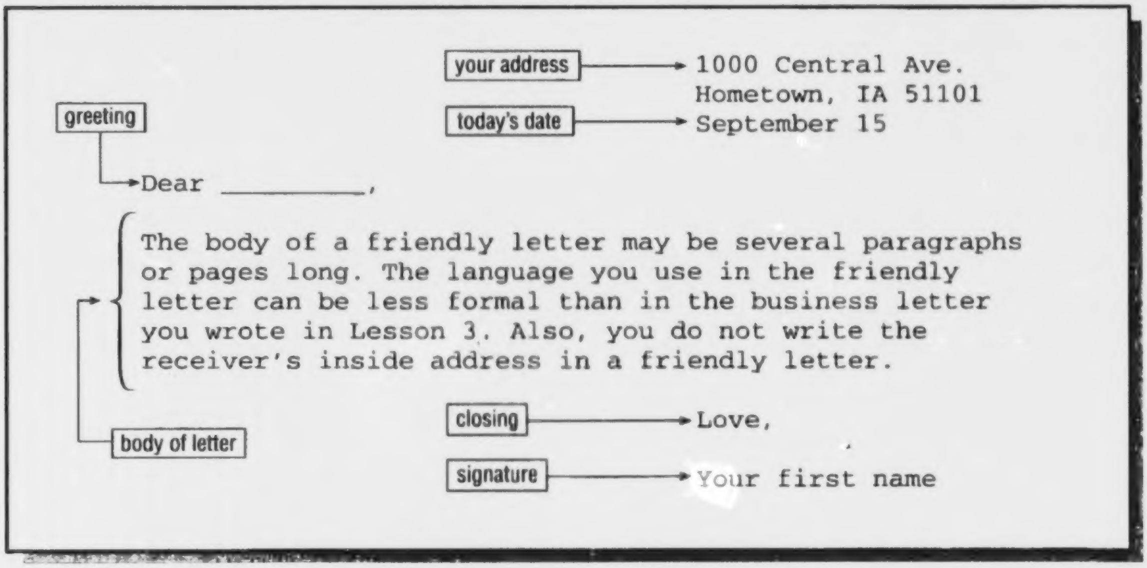
Events: ________________________________

People: ________________________________

Conversations: ________________________________

Feelings: ________________________________

B. Writing Write your letter on separate paper. Describe what's happening in your life. Start a new paragraph for each new topic. Use the format of a friendly letter, like the example below.

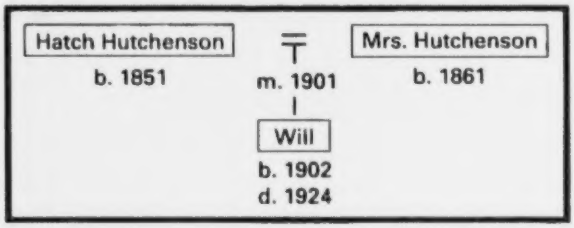


```
1000 Central Ave.
Hometown, IA 51101
September 15

Dear _________,

The body of a friendly letter may be several paragraphs
or pages long. The language you use in the friendly
letter can be less formal than in the business letter
you wrote in Lesson 3. Also, you do not write the
receiver's inside address in a friendly letter.

Love,

Your first name
```

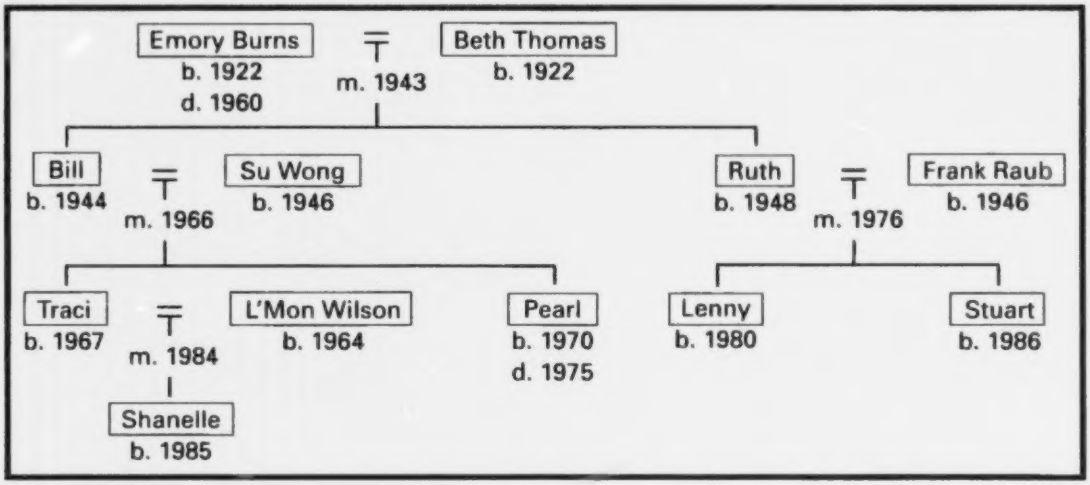
▶ **Save your draft.** At the end of this unit, you will choose one of your drafts to work with further.

Life Skill: Read a Family Tree

A family tree shows several generations. It uses the abbreviations *b.* for born, *m.* for married, and *d.* for died. This example shows two generations from the Hutchenson family tree.


Hatch Hutchenson
b. 1851
m. 1901
Mrs. Hutchenson
b. 1861
Will
b. 1902
d. 1924

Practice Read the family tree below and answer the questions that follow.


Emory Burns
b. 1922
d. 1960
m. 1943
Beth Thomas
b. 1922
Bill
b. 1944
m. 1966
Su Wong
b. 1946
Ruth
b. 1948
m. 1976
Frank Raub
b. 1946
Traci
b. 1967
m. 1984
L'Mon Wilson
b. 1964
Pearl
b. 1970
d. 1975
Lenny
b. 1980
Stuart
b. 1986
Shanelle
b. 1985

1. When did Beth Thomas marry Emory Burns? ______________________________

2. Who married Ruth Burns? ______________________________

3. How many children did Bill and Su have? ______________________________

4. Who is older, Traci's daughter, Shanelle, or Traci's cousin Stuart? ______________

5. Is Lenny's grandfather still alive? ______________________________

6. What is the name of Pearl's uncle? ______________________________

7. What is the name of Stuart's aunt? ______________________________

8. How many first cousins does Traci have? ______________________________

Lesson 9 ▶ LEARNING GOALS

Strategy: Use your prior knowledge
Reading: Read a bar graph and a double bar graph
Skill: Identify facts and opinions
Writing: Write your opinion
Life Skill: Read a double line graph

Before You Read

The families in both "On Golden Pond" and "The Corn Planting" included a married couple and one son or daughter. For many years, it was fairly typical for a U.S. household to include a married couple and their children. Households with two parents and one or two children are less common today than in the past. In this lesson, you will read graphs that describe some of the changes in living arrangements and family relationships that have taken place in the U.S. The first graph shows data on the size of U.S. households in 1995. Data is factual information usually expressed in numbers. The second graph compares data on the living arrangements of children who do not live with both parents for the years 1970 and 1995.

Before you read the graphs, think about your **prior knowledge** of recent trends in marriage, divorce, and family relationships. On the lines below, write three things you already know about these topics.

____

____

____

Preview the Reading

Preview the two graphs to get a general idea about the information they present. Read the titles of the graphs and the labels.

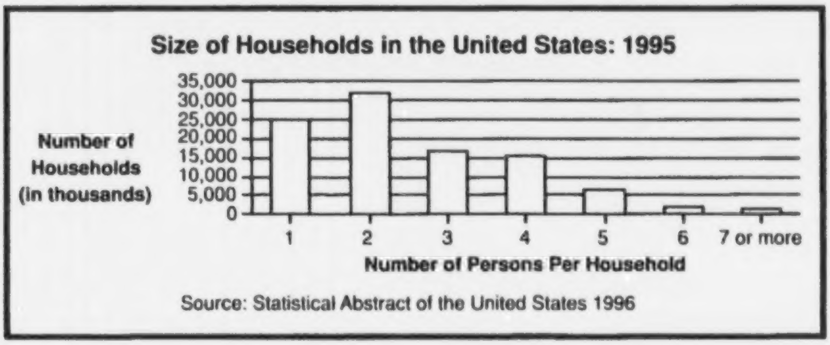
Use the Strategy
As you read the graphs, keep in mind what you already know about living arrangements in the U.S. Does the information in the graphs confirm what you already know?

Recent Trends in U.S. Living Arrangements

Bar Graph for Size of Households

A **bar graph** uses bars of different lengths to show information. Bar graphs are often useful for making comparisons. This bar graph shows the number of households of various sizes in the United States in 1995. The labels under the bars indicate the number of people in a household. The figures along the left side indicate the number of households, in thousands.

To read the graph, look at a bar. For one-person households, the bar goes up to the number 25,000. The actual value is about 25,000 multiplied by 1,000, or 25,000,000 (25 million). So in 1995 there were almost 25 million one-person households in the U.S.


Size of Households in the United States: 1995

Source: Statistical Abstract of the United States 1996

What size household was most common in 1995? About how many households had four people? What relationship do you see between size and number of households?

The most common household size was two people. About 15,000,000 households had four people. The more people there are in a household, the fewer households are in that group.

Did your prior knowledge help you to understand the information displayed in this graph?

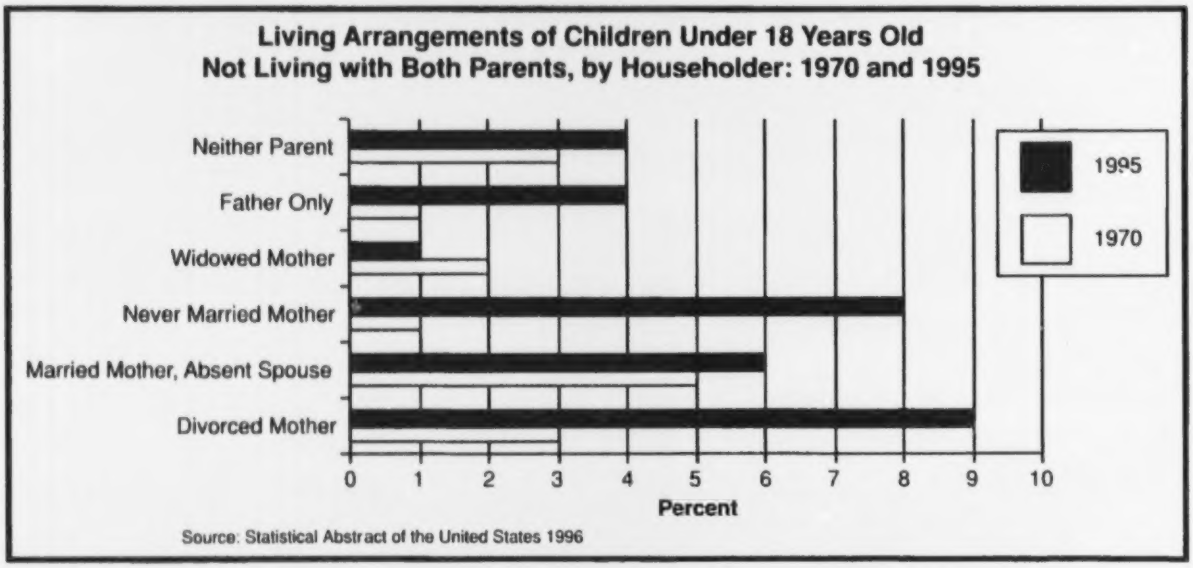
◀ **Check-in**

Comparing Data with a Double Bar Graph

A **double bar graph** uses bars of different lengths and markings to show comparisons. In this example, a double bar graph is used to compare information for separate years. The U.S. Census Bureau has collected information that shows that the percentage of children under 18 living with both parents has declined in recent years. In 1970, 85 percent of children under 18 were living with both parents. By 1995, that figure had dropped to 69 percent. The **double bar graph** shows who the remaining children lived with for both 1970 and 1995.

The **key** beside the graph tells us that a light bar indicates data for the year 1970 and a dark bar indicates data for 1995. The labels along the bottom indicate the percentage of the total number of children under 18. The labels along the left side indicate who headed up the households.

Look at the comparisons shown by the double bar graph. What percent of children lived in a household headed by a divorced mother in 1970? In 1995? Which two household types showed very little change? What trends does this graph indicate?



Living Arrangements of Children Under 18 Years Old Not Living with Both Parents, by Householder: 1970 and 1995

Source: Statistical Abstract of the United States 1996

Final Check-in
Did the information in the graphs surprise you? Did your prior knowledge help you understand them? Did you learn anything new?

After You Read

A. Comprehension Check

1. About how many four-person households were there in 1995?
   (1) 1,500
   (2) 15,000
   (3) 150,000
   (4) 15 million
2. The single bar graph indicates that, in general, as the size of the household increased, the number of households
   (1) decreased
   (2) increased
   (3) remained the same
   (4) grew larger
3. Which group of householders experienced the largest percent increase of children under 18 living with them?
   (1) widowed mothers
   (2) fathers only
   (3) never married mothers
   (4) divorced mothers
4. Percentages of children under 18 not living with both parents increased in all householder categories except
   (1) fathers only
   (2) neither parent
   (3) divorced mothers
   (4) widowed mothers

B. **Revisit the Reading Strategy** Think about what you already knew about households and the relationships among people who live in them. What new information did you learn from the graphs? Discuss with a partner ways in which children are affected by the people who live in their household.

C. **Think beyond the Reading** Think about these questions and discuss them with a partner or small group. Answer the questions in writing if you wish.

- Besides the impact on children, what are some other ways that rising divorce rates have affected people's lives and relationships?
- The largest percent change in children's living arrangements occurred in the category of never-married mothers. Discuss some social changes that occurred between 1970 and 1995 that may help explain that increase.

Think About It: Identify Facts and Opinions

The graphs on pages 99 and 100 gave facts about size of households and living arrangements. People can hold strong opinions about these subjects as well. As you learned in Lesson 2, a **fact** is a statement that can be shown to be true, and an **opinion** is a statement of belief, a guess, or a prediction.

People often use facts as a springboard for their own opinions. One person might look at the single bar graph and say, "Look at all the people who are living alone. I think the economy must be doing well if so many people can afford to live by themselves." Another person might look at the same graph and say, "Isn't it sad that so many people live by themselves. A lot of people must be lonely. We should be doing more for them."

Phrases like "I think," "I feel," and "we should" are clues that someone is stating an opinion. But opinion statements do not always contain phrases like "I think." Statements such as "Isn't it sad that so many people live by themselves" and "A lot of people must be lonely" are also opinions.

A. Look at Facts and Opinions

To decide whether a statement is a fact or an opinion, ask yourself: Can it be shown to be true? If it can, it's a fact.

Which of the statements below are facts? Which are opinions?

- The number of children under 18 living in one-parent households increased steadily between 1970 and 1995.
- Most children who are not living with both parents are living with their mothers.
- Only a few children under 18 are living with just their fathers.
- I think that is because the court system is slanted in favor of mothers.

The first three sentences state facts, and the last sentence states an opinion.

B. Practice Each statement below has to do with one of the bar graphs. Write **F** for fact or **O** for opinion next to each one.

Single Bar Graph

_____ **1.** The greatest number of households in the United States in 1995 consisted of two people.

_____ **2.** People who do not live alone are not lonely.

_____ **3.** The smallest number of households in the United States in 1995 had seven or more people living in them.

_____ **4.** There are about twice as many two-person households as there are four-person households.

_____ **5.** Probably most three-person households are made up of a mother and her two children.

Double Bar Graph

_____ **6.** In 1970, 85 percent of children under 18 were living with both parents.

_____ **7.** Married people got along better in the 1970s than they do now.

_____ **8.** The second largest percent increase between 1970 and 1995 occurred in households headed by divorced mothers.

_____ **9.** Married mothers whose husbands are absent might as well get a divorce.

_____ **10.** Women who aren't married should think twice before having children.

_____ **11.** In 1995 more married mothers did not live with their husbands because their husbands were abusive.

_____ **12.** A greater percentage of children lived only with their fathers in 1995 than in 1970.

▶ **Talk About It**

People often have strong opinions about topics like politics, religion, or lifestyle. People often end up arguing about them. Think about times when you've argued with someone about such a topic. Discuss the following questions with a partner.

- Do you enjoy arguing with some people about politics, religion, or lifestyle?
- Are there some people that you don't enjoy arguing with about these topics? Who are these people? Why don't you like to argue with them?
- Have you ever changed someone's mind about politics, religion, or lifestyle? If so, whose? Why is it usually hard to change someone's mind about these topics?

Write About It: Write Your Opinion

The graphs on pages 99 and 100 provide some interesting information about relationship issues. In this activity, you will have a chance to give your own opinion on one of these issues.

A. Prewriting Choose a topic that pertains to relationships. Make sure you have an opinion on this topic. Then brainstorm some ideas about your topic. You can use information from the graphs and draw on your own knowledge and experiences. Then write a sentence stating your opinion on the topic you chose. Finally, list reasons to support your opinion. One way to organize your thoughts is shown below.

Topic: Divorce is hard on children.

My Opinion: Married couples should try to stay together for the sake of the children.

Reasons that Support My Opinion

1. The children of a broken marriage suffer a lot.
2. Divorce often leads to a lower economic status for the mother and the children. Many divorced mothers with children live in poverty.
3. When parents divorce, children often feel rejected. They blame themselves for the divorce.

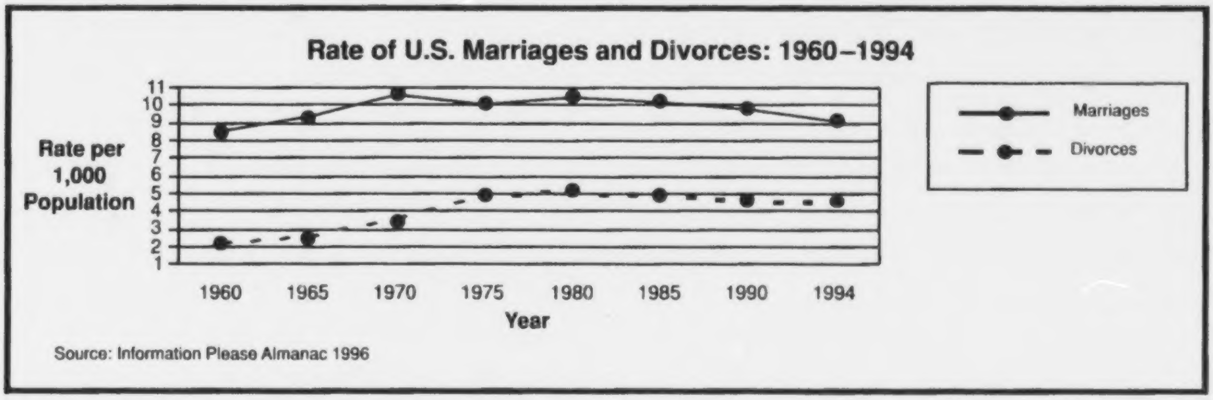
Make your own organizer that includes your topic, your opinion about your topic, and your supporting reasons.

B. Writing Write a paragraph that expresses your opinion and supports it with the reasons you listed. First write a topic sentence that states your opinion. Then use the reasons from your organizer to back up your opinion. Add details or examples to explain your reasons.

▶ **Save your draft.** At the end of this unit, you will choose one of your drafts to work with further.

Life Skill: Read a Double Line Graph

A **double line graph,** like a double bar graph, shows similarities and differences between two sets of data. The double line graph below shows U.S. marriage and divorce rates for five-year intervals from 1960 through 1994. Study the graph and answer the questions that follow.



Rate of U.S. Marriages and Divorces: 1960–1994

Source: Information Please Almanac 1996

Practice Answer the questions.

1. Per 1,000 people, about how many people got married in 1960?
   (1) 2 (2) 4.5 (3) 6 (4) 8.5

2. Per 1,000 people, about how many people got divorced in 1960?
   (1) 2 (2) 4.5 (3) 6 (4) 8.5

3. Per 1,000 people, about how many people got married in 1985?
   (1) 6 (2) 8 (3) 10 (4) 12

4. In what year was the marriage rate the highest? The lowest? ____________________

5. In what year was the divorce rate the highest? The lowest? ____________________

6. What year shows the greatest difference between the marriage and divorce rates? ________

7. What year shows the least difference between the marriage and divorce rates? ________

8. If the general trends in the marriage and divorce rates continue, do you think the divorce rate will ever be greater than the marriage rate? Why or why not?

____

____

Writing Skills Mini-Lesson: Writing Complex Sentences

A **complex sentence** has two parts, each with its own subject and verb:

$$\underbrace{\overset{\text{S}}{\text{I}}\ \overset{\text{V}}{\text{knew}}\text{ all the other employees}}_{\text{independent clause}}\ \underbrace{\text{when }\overset{\text{S}}{\text{I}}\ \overset{\text{V}}{\text{worked}}\text{ at Pizza World.}}_{\text{dependent clause}}$$

In the sentence above, the first part is the **independent clause.** It is a complete thought and can stand alone. The second part is the **dependent clause.** It begins with the connecting word *when* and cannot stand alone as a separate sentence. Here are some rules for writing complex sentences.

1. **You can begin the sentence with either the independent clause or the dependent clause.**
   - If you put the independent clause first, do not put a comma after it.
     I knew all the other employees when I worked at Pizza World.
   - If you put the dependent clause first, put a comma after it.
     When I worked at Pizza World, I knew all the other employees.
2. **The words below are commonly used in complex sentences. Some connecting words have more than one use.**

Connecting words	Use
before, after, when, while, as, since, as soon as, by the time	time
if, unless	condition
because, since	cause and effect
although, even though, while	contrast

Practice On separate paper, copy each complex sentence, adding a logical connecting word from the chart above. Add a comma when necessary. Then write the sentence another way as in 1 above.

1. I liked working at Pizza World _____ I had a lot of friends there.
2. _____ I was working there the other workers seemed like family.
3. _____ the pay wasn't very good I enjoyed working there.
4. Employees are happier _____ managers treat them well.

Unit 3 Review

Reading Review

Bob the Baby-sitter [redacted]

"Bob," Lori began. "I'm starting night classes next month, and I was wondering if you could watch Joey on Tuesday and Thursday nights?"

Her ex-husband set down his coffee cup with a resounding crash. "That's the reason you invited me over, to use me as a baby-sitter?"

"For starters," she said, "you're his father. You're not a baby-sitter any more than I am. I'm just asking you for three hours of your time, twice a week."

Bob rolled his eyes. "Why can't your mother do it?"

"Because I'll be going straight from work to night classes. I won't have time to take Joey to her place." Lori stirred her coffee angrily.

"What's in it for me?" Bob asked.

"How about dollar signs?" she said sarcastically.

"Huh?" Now she had his undivided attention.

"Look, if I go back for my high school diploma, I can get a better job, and then you can cut back on child support," Lori said. "Just a little," she added hastily.

Bob sipped his coffee slowly. *He's going to mess with my mind,* she thought. *He'll pretend he's considering it, and then just when I get my hopes up, he'll say no.* She bit her lip to keep from begging.

Just then the front door slammed. Joey ran in, shedding his gym bag. "Dad! Mom!" he yelled. "Watch this." He began kicking his soccer ball through the legs of the kitchen chairs.

"Over here," Bob said, "kick it to me."

"If I let you play soccer, do we have a deal?" Lori asked.

"OK," said Bob. "I'll baby-sit. For now."

Choose the best answer to each question.

1. Which statement is a fact?
(1) Lori asked Bob for help with child care.
(2) Bob is not a very dependable person.
(3) Lori is too trusting.
(4) Bob drives Lori crazy.

2. Which statement is an opinion?
(1) Lori and Bob have been divorced for three years.
(2) Joey is on a soccer team.
(3) Lori wants to get a better job.
(4) Lori expects too much from her ex-husband.

3. What is the theme of "Bob the Baby-sitter"?
(1) Love is better the second time around.
(2) With age comes wisdom.
(3) People can cooperate for the sake of their kids.
(4) Never trust your ex.

4. What can you infer from the statement: "She bit her lip to keep from begging"?
(1) Lori was good at begging for things.
(2) Lori didn't want Bob to know how much it meant to her.
(3) Bob didn't like her to beg.
(4) Lori's lip was bleeding.

Writing Process

In Unit 3, you wrote three first drafts. Choose the piece that you would like to work with further. You will revise, edit, and make a final copy of this draft.

_____ your dialogue (page 86)
_____ your letter to a friend or relative (page 96)
_____ your opinion about a relationship issue (page 104)

Find the first draft of your choice. Then turn to page 159 in this book. Follow steps 3, 4, and 5 in the Writing Process to create a final draft.

As you revise, check your draft for these specific points:

Dialogue: Make sure the language sounds natural when spoken aloud.
Friendly letter: Make sure the letter is less formal than a business letter.
Opinion paragraph: Be sure it has a topic sentence that states your opinion, and reasons that support it.

Unit 4 Insights

Have you ever been in a situation when something that had confused you suddenly made sense? All at once you understood something that had puzzled you before. Perhaps you had an argument and you suddenly saw the situation from the other point of view. Or you had been puzzled about a math process and suddenly you understood how to do it. If so, you have had a sudden insight.

Insights give you the ability to understand problems or situations. Some develop gradually, as you puzzle over a problem or work your way through an unfamiliar situation. Other insights happen suddenly. A sudden insight feels as if you've turned on a light in a dark room. Before you begin Unit 4, think of an insight you have had. What was the insight? How did it affect you?

Be an Active Reader

As you read the selections in this unit

- Put a question mark (?) by things you do not understand.
- Underline words you do not know. Try to use context clues to figure them out.

After you read each selection in this unit

- Reread sections you marked with a question mark (?). If they still do not make sense, discuss them with a partner or your instructor.
- Look at words you underlined. Discuss any words you still don't understand with a partner or your instructor, or look them up in a dictionary.

Lesson 10 ▶

LEARNING GOALS

Strategy: Imagine
Reading: Read an autobiography
Skill: Make inferences
Writing: Write the results of an interview
Life Skill: Read a time line

Before You Read

The story in this lesson is from the autobiography of Helen Keller. An autobiography is a real person's life story written by that person. Helen Keller lost her sight and hearing, due to illness, before she was two years old. Since she could neither hear nor see, she didn't know words existed.

Keller described herself as a "wild" child until she was almost seven, when a remarkable teacher came into her life. That teacher, Anne Sullivan, gave Keller the gift of language.

Before you read, **imagine** what it might be like if you had no language for communicating. Think about what kinds of things you would need to communicate. Imagine how you would communicate these things to other people. How would you let someone know you were hungry, cold, hurt, or in trouble? On the lines below, write how you think you would feel and what you would do.

Preview the Reading

To preview this reading from *The Story of My Life,* read the first paragraph and look at the picture on page 113. What part of Helen Keller's life will you be reading about in this excerpt?

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Use the Strategy

In this selection, Helen Keller describes the events that led to her most important insight after she met her teacher, Anne Sullivan. As you read, imagine yourself in young Helen's place. How do her senses lead her to understand what words are?

from The Story of My Life

Helen Keller

ASSOCIATED PRESS/WIDE WORLD PHOTOS

Helen Keller at age 74

The most important day I remember in all my life is the one on which my teacher, Anne Mansfield Sullivan, came to me. I am filled with wonder when I consider the immeasurable contrasts between the two lives which it connects. It was the third of March, 1887, three months before I was seven years old.

On the afternoon of that eventful day, I stood on the porch, dumb,[1] expectant. I guessed vaguely from my mother's signs and from the hurrying to and fro in the house that something unusual was about to happen, so I went to the door and waited on the steps. The afternoon sun penetrated the mass of honeysuckle that covered the porch, and fell on my upturned face. My fingers lingered almost unconsciously on the familiar leaves and blossoms which had just come forth to greet the sweet Southern spring. I did not know what the future held of marvel or surprise for me. Anger and bitterness had preyed upon me continually for weeks and a deep languor[2] had succeeded[3] this passionate struggle.

Check-in Why do you think Helen had felt angry and bitter? Imagine how you would have felt in her place.

Have you ever been at sea in a dense fog, when it seemed as if a tangible white darkness shut you in, and the great ship, tense and anxious, groped her way toward the shore with plummet and sounding-line,[4] and you waited with beating heart for something to happen?

---

[1] **dumb:** unable to speak.
[2] **languor:** tiredness, weakness.
[3] **succeeded:** followed.
[4] **plummet and sounding-line:** tools used on a ship to measure the water depth.

I was like that ship before my education began, only I was without compass or sounding-line, and had no way of knowing how near the harbor was. "Light! give me light!" was the wordless cry of my soul, and the light of love shone on me that very hour. I felt approaching footsteps. I stretched out my hand as I supposed to my mother. Someone took it, and I was caught up and held close in the arms of her who had come to reveal all things to me, and, more than all things else, to love me.

The morning after my teacher came she led me into her room and gave me a doll. The little blind children at the Perkins Institution had sent it and Laura Bridgman[5] had dressed it; but I did not know this until afterward. When I had played with it a little while, Miss Sullivan slowly spelled into my hand the word "d-o-l-l." I was at once interested in this finger play and tried to imitate it. When I finally succeeded in making the letters correctly I was flushed with childish pleasure and pride. Running downstairs to my mother I held up my hand and made the letters for doll. I did not know that I was spelling a word or even that words existed; I was simply making my fingers go in monkey-like imitation. In the days that followed I learned to spell in this uncomprehending way a great many words, among them *pin, hat, cup,* and a few verbs like *sit, stand,* and *walk.* But my teacher had been with me several weeks before I understood that everything has a name.

If you couldn't see or hear, how would you know that words exist? Try to imagine what it would be like not to know what words are.

◀ **Check-in**

One day, while I was playing with my new doll, Miss Sullivan put my big rag doll into my lap also, spelled "d-o-l-l" and tried to make me understand that "d-o-l-l" applied to both.

---

[5] **Laura Bridgman:** an educator; the first blind and deaf person to be systematically educated.

Earlier in the day we had had a tussle over the words "m-u-g" and "w-a-t-e-r." Miss Sullivan had tried to impress it upon me that "m-u-g" is *mug* and that "w-a-t-e-r" is *water,* but I persisted in confounding[6] the two. In despair she had dropped the subject for the time, only to renew it at the first opportunity. I became impatient at her repeated attempts and, seizing the new doll, I dashed it upon the floor. I was keenly delighted when I felt the fragments of the broken doll at my feet. Neither sorrow nor regret followed my passionate outburst. I had not loved the doll. In the still, dark world in which I lived there was no strong sentiment or tenderness. I felt my teacher sweep the fragments to one side of the hearth, and I had a sense of satisfaction that the cause of my discomfort was removed. She brought me my hat, and I knew I was going out into the warm sunshine. This thought, if a wordless sensation may be called a thought, made me hop and skip with pleasure.

PHOTOFEST

Anne Bancroft plays Anne Sullivan and Patty Duke plays Helen Keller in the 1962 movie *The Miracle Worker.*

We walked down the path to the well-house, attracted by the fragrance of the honeysuckle with which it was covered. Someone was drawing water and my teacher placed my hand under the spout. As the cool stream gushed over one hand she spelled into the other the word *water,* first slowly, then rapidly. I stood still, my whole attention fixed upon the motions of her fingers. Suddenly I felt a misty consciousness as of something forgotten—a thrill of returning thought; and somehow the mystery of language was revealed to me. I knew then that "w-a-t-e-r" meant the wonderful cool something that was flowing over my hand. That living word awakened my soul, gave it light, hope, joy, set it free! There were barriers still, it is true, but barriers that could in time be swept away.

---

[6] **confounding:** confusing.

I left the well-house eager to learn. Everything had a name, and each name gave birth to a new thought. As we returned to the house every object which I touched seemed to quiver with life. That was because I saw everything with the strange, new sight that had come to me. On entering the door I remembered the doll I had broken. I felt my way to the hearth and picked up the pieces. I tried vainly[7] to put them together. Then my eyes filled with tears; for I realized what I had done, and for the first time I felt repentance and sorrow.

I learned a great many new words that day. I do not remember what they all were; but I do know that *mother, father, sister, teacher* were among them—words that were to make the world blossom for me, "like Aaron's rod, with flowers."[8] It would have been difficult to find a happier child than I was as I lay in my crib at the close of that eventful day and lived over the joys it had brought me, and for the first time longed for a new day to come.

---

[7] **vainly:** without success.

[8] This is a reference to Numbers 17 in the Bible.

▶ **Final Check-in**

Can you imagine the joy and excitement Helen felt when she suddenly understood what words are? How do you think her senses of touch and smell helped her understand the meaning of words?

After You Read

A. Comprehension Check

1. Helen Keller writes that the day she met Anne Sullivan was
   (1) a cold winter day
   (2) the most important day of her life
   (3) the day she was forced to grow up
   (4) the day she learned that everything has a name

2. Why was Helen such an angry child before she met Anne Sullivan?
   (1) She was cut off from the world because she was deaf and blind.
   (2) She was given too many toys and was spoiled by her parents.
   (3) Nobody would pay attention to her.
   (4) She was in a dense fog.

3. When Helen realized what *water* meant,
   (1) she was suddenly able to see
   (2) water became more important than anything else to her
   (3) words were easier to spell
   (4) the mystery of language was revealed

4. Why was Anne Sullivan so important in Helen Keller's life?
   (1) Anne taught her and loved her.
   (2) Anne was fun to be with.
   (3) Helen wanted a companion so she wouldn't be lonely.
   (4) Helen wanted to be a teacher.

B. Revisit the Reading Strategy Imagine yourself as Helen Keller. How would you feel when you made the connection between the liquid on your hand and the word *water?* Check the words that would describe your feelings.

_____ excited _____ sad _____ proud _____ angry _____ surprised

C. Think beyond the Reading Think about these questions and discuss them with a partner. Answer them in writing if you wish.

- Can you remember a time, either in school or out, when something that had puzzled or confused you suddenly made sense? How did that make you feel?
- Can you think of a time when you helped someone else have a sudden insight and understand something new? How did you feel then?

750

Think About It: Make Inferences

In Lesson 7, you learned that you **make inferences** when you read a story and understand more than what is stated in words.

A. Look at Making Inferences

Making inferences is sometimes called "reading between the lines."

What can you infer about Helen from the clues in the passage below?

> ▶ I had not loved the doll. In the still, dark world in which I lived there was no strong sentiment or tenderness.

You can infer that not being able to see or hear had made Helen unable to form emotional attachments.

B. Practice Read the passages below and answer the questions. Use your knowledge of the whole story.

1. ▶ I felt approaching footsteps. I stretched out my hand as I supposed to my mother. Someone took it, and I was caught up and held close in the arms of her who had come to reveal all things to me, and, more than all things else, to love me.

From this excerpt you can infer that when she wrote this, Helen felt
(1) confused by meeting a stranger
(2) sorry for herself
(3) gratitude and love for her teacher
(4) surprised that her mother wasn't there

2. ▶ It would have been difficult to find a happier child than I was as I lay in my crib at the close of that eventful day and lived over the joys it had brought me, and for the first time longed for a new day to come.

You can infer from this that until that day, Helen
(1) had been a happy child
(2) had led an unhappy life
(3) had brought other people joy
(4) had looked forward to each new day

3. ▶ I was at once interested in this finger play and tried to imitate it. When I finally succeeded in making the letters correctly I was flushed with childish pleasure and pride. Running downstairs to my mother I held up my hand and made the letters for doll. I did not know that I was spelling a word or even that words existed; I was simply making my fingers go in monkey-like imitation.

From this excerpt, you can infer that Helen
(1) was eager to learn new things
(2) knew how to spell most words
(3) was too full of pride
(4) was quick to imitate sounds

4. ▶ Everything had a name, and each name gave birth to a new thought. As we returned to the house every object which I touched seemed to quiver with life. That was because I saw everything with the strange, new sight that had come to me. On entering the door I remembered the doll I had broken. I . . . picked up the pieces. I tried vainly to put them together. Then my eyes filled with tears; for I realized what I had done, and for the first time I felt repentance and sorrow.

a. Why did objects now seem to "quiver with life"? ______________________

____

b. What was the "strange, new sight" that Helen had? ______________________

____

c. How does Helen's attitude toward breaking the doll change after she understands language? ____

____

▶ **Talk About It**

With a partner, discuss what it would have been like to be Helen Keller's parents after her illness left her blind and deaf. How would they have felt? How would they have treated Helen? What plans would they have made?

Write About It: Write the Results of an Interview

Helen Keller's autobiography describes an insight, a moment when she suddenly understood something. One minute she didn't know that words existed. The next minute she had unlocked the mystery of language. Insights happen in many different kinds of situations. In this activity you will write about an insight someone you know had.

A. **Prewriting** Interview someone about an insight he or she has had. Ask questions about the insight and record the answers. You may use the following questions. Add others if you wish. If you can't find anyone to interview, write about an insight you have had yourself.

   1. Describe the situation or problem the insight helped you understand.
   2. How long had you tried to understand it before you had the insight?
   3. What led to the insight?
   4. What was your insight?
   5. How did the situation change as a result of your insight?

B. **Writing** Write a paragraph that explains the person's insight. Start with a topic sentence that states the insight as a main idea. *For example:* Tom had an insight that helped him to understand his fear of the water.

   Then write details about the experience, using the information you gathered in the interview. Write at least one sentence for each answer that you got.

▶ **Save your draft.** At the end of this unit, you will choose one of your drafts to work with further.

Life Skill: Read a Time Line

A **time line** is a graphic way to show when specific events happened. A time line of Helen Keller's early life might include these events:

Helen Keller's Early Life

1880	1881	1887	1890	1902	1904
Helen Keller is born in Alabama.	Illness destroys Helen's sight and hearing.	Anne Sullivan comes to teach Helen.	Helen learns to read and write braille.	Helen publishes her first autobiography.	Helen graduates from Radcliffe College.

The time line below shows some events in Helen Keller's later life.

Helen Keller's Later Life

1939–45	1955	1959	1961	1968
Helen works with blind World War II veterans.	Helen publishes *Teacher* about Anne Sullivan.	*The Miracle Worker*, prize-winning play about Helen and Anne Sullivan, opens.	Helen meets President Kennedy.	Helen Keller dies.

Practice Study both time lines. Then answer these questions.

1. When did illness destroy Helen Keller's sight and hearing? __________
2. How old was Helen when she learned to read braille? __________
3. How old was she when she published her first autobiography? __________
4. When did Helen Keller graduate from Radcliffe College? __________
5. What did Helen Keller do between 1939 and 1945?

   ____
6. When did she publish *Teacher*? __________
7. How old was Helen Keller when she died? __________

Lesson 11 ▶ LEARNING GOALS

Strategy: Empathize with others
Reading: Read a personal account
Skill: Compare and contrast
Writing: Compare and contrast two things
Life Skill: Fill in a hospital admission form

Before You Read

"A Fear I Had" is a personal account written by Zoraida Pesante [zor AY da pe SAN tay] when she was a student at The Open Book in Brooklyn, New York. In this account, Pesante tells how she had negative feelings about her new baby and describes the insight that helped her understand those feelings. Before you read, use the activity below to help you **empathize,** or be sensitive to the feelings of the people in the story.

Each sentence below is about a different situation. Choose a word from the box that describes the most likely feeling in each situation and fill in the blank.

excited	disappointed	exhausted	proud

1. After working 12 hours straight, Rosa was ______________________________.
2. When Roger won a trip to Spain, he was ______________________________.
3. Miho mastered her new computer program and felt ________________________.
4. When Joel didn't win the science prize, he felt __________________________.

Preview the Reading

Preview the story by reading the title and looking at the pictures. Predict what you think the author is afraid of.

Use the Strategy

As you read, try to empathize with Zoraida, the new mother. How did she feel when her first baby was born? How did she react when she found she was pregnant again?

A Fear I Had

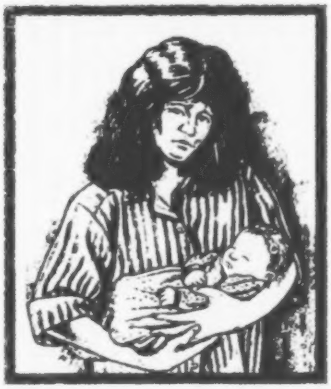
Zoraida Pesante

When my fiancé and I got married, we wanted a child, but I had this fear. Would I be a good mother? Could I protect my child from danger? Would he or she feel safe with me? Four years into my marriage I got pregnant. I was afraid it would be a girl. I didn't want a girl. I prayed to God to give me a boy. Then our son was born. I was elated. My prayers were answered. He was my joy. I took care of him like he was the only thing in this world. I watched every move he made. I felt a love for this boy that I couldn't describe. My husband was a little jealous, because I was not paying any attention to him.

When my son was 13 months old, I got pregnant again. I was so mad because I only wanted one child. When I was about three months pregnant, my doctor told me that the baby's heart beat was going very fast and that meant that it's a girl. I felt that she was lying to me because she knew I had a son. How could she tell with just the heart beat? I went home and told my husband that it was going to be a boy. My husband predicted that it will be a girl and that she would be born early. Well, through the whole eight months I kept telling everybody I was going to have a boy. My doctor gave me a sonogram in my eighth month. When the sonogram was over, I was curious to find out what it was. My doctor said that she didn't see anything hanging between the legs. I went home so upset, but I still said it was going to be a boy.

Check-in

Can you experience Zoraida's feelings for her baby boy? Can you feel as she felt about being pregnant again?



The day came for me to go to the hospital to have the baby. I was three weeks early. I was so nervous. My husband left me in the room and he went downstairs to register me at the front desk. While he was there, the receptionist asked him, "Didn't you just bring in your wife?" and he said "yes." She said, "Well, the computer says that your wife just had a girl." He was so happy that he started to cry.

It took me five minutes to have her. I was alone with the nurse. She didn't have time to bring me into the delivery room. The first thing I said when I saw her was, "Oh she is ugly! Put her back!" I brought her home three days later. To everyone that came by to visit us, I would say how ugly she was. I wanted to understand why I was feeling like that toward my daughter. I wanted to know why I didn't love her the same way I loved my son when he was born.

When I was young, I was so naive. I couldn't understand a lot of things that were going on in my life. One of the things that I couldn't understand was that I was sexually abused by two members of my own family. I didn't talk to anybody about this problem until I was in my thirties. I went through a lot when I was young; I felt as I was growing up that only girls go through pain in their life. Then I realized why I was afraid to have a girl. I didn't want her to go through the same pain I did. I didn't want her to experience what I experienced in my life. I didn't want history to repeat itself with her.

Final Check-in

Did you empathize with Zoraida when she thought her baby was ugly?
Did you empathize with her after you found out about her childhood?
Why or why not?

After You Read

A. Comprehension Check

1. How many children did Zoraida want? ____________________

2. How did she feel about her son? ____________________

3. How did Zoraida feel about her second pregnancy? ____________________

4. How did she feel about her baby girl? ____________________

5. How did Zoraida's husband feel about their baby girl? ____________________

6. What insight made Zoraida understand why she didn't want to have a girl? ____________________

7. Do you think her fear was justified? Why or why not? ____________________

B. Revisit the Reading Strategy Put yourself in Zoraida's place to answer these questions.

- Can you understand why she didn't talk to anyone about what had happened to her as a little girl?
- Could you understand her fear about having a daughter after reading about the abuse? Why or why not?
- Would you have felt the same if a similar thing had happened to you?

C. Think beyond the Reading Think about these questions and discuss them with a partner. Answer them in writing if you wish.

Do you think Zoraida learned to love her daughter? How might she have overcome her initial feelings toward her daughter? What do you think should be done about people who sexually abuse children?

Think About It: Compare and Contrast

In "A Fear I Had," Zoraida describes her and her husband's feelings toward their children. One way to think about their feelings is to compare and contrast them. In Lesson 5, you learned that **comparing** two things means looking for ways they are alike. **Contrasting** them means noticing the ways they are different.

A. Look at Comparing and Contrasting

The chart below compares and contrasts Zoraida's and her husband's desire to have children. For comparisons, information is listed in the column headed **Both.** Contrasting information is listed under each person's name.

How the Pesantes Felt about Children

Topic	Zoraida	Mr. Pesante	Both
Wanted children?			wanted a child when they married
Boy or girl?	wanted only a boy	wanted a boy or a girl	

Comparison: When they got married, both Zoraida and her husband wanted a child.

Contrast: Zoraida wanted only a boy, but her husband wanted either a boy or a girl.

B. Practice

1. Compare and contrast Zoraida with mothers you know. Fill in the missing parts of the chart below.

Compare and Contrast Zoraida and Mothers You Know

Topic	Zoraida	Mothers You Know	Both
Wants children?			yes
Boy or girl?	wants a boy	want ______________ ______________	
Loves her children?	Loves ______________ ______________	Love all their children.	

2. Fill in the similarities and differences between Zoraida's son and her daughter in this chart. Write comparisons under **Both.** Write contrasts in the **Son** and **Daughter** columns.

Compare and Contrast Zoraida's Son and Daughter

Topic	Son	Daughter	Both
Parents			
Birth order			
Zoraida's feelings about pregnancy			
Zoraida's feelings at child's birth			
Mr. Pesante's feelings at child's birth			
What Zoraida said about baby			

▶ **Talk About It**

Discuss the following questions in a small group. If a child told you that he or she had been sexually abused, what steps would you take to help? What if the child had been beaten instead of sexually molested? What if the child had been neglected and didn't have proper food or clothing? Should a child be kept with his or her parents no matter what, or are there times when a child would be better off in a different situation?

Write About It: Compare and Contrast Two Things

In "A Fear I Had" Zoraida Pesante describes the very different feelings she had toward her two children when each was born. Those feelings were compared and contrasted earlier in the lesson. In this activity, you will write about the similarities and differences between two things in your own life.

A. Prewriting Choose a subject, such as jobs, sports, relatives, or places you've lived. Think of two examples within your subject that you can compare and contrast. Next create a chart like the one below and fill in the similarities and differences between the two things.

Compare and Contrast: Jobs

Topic	Waiting tables	Detailing cars	Both
Co-workers			nice, friendly
Customers	deal with customers	no customer contact	
Wages			low, minimum wage
Extra money	earn tips	no extra money	
Atmosphere	noisy	quiet	

B. Writing Follow the steps below to write about the information from your chart. You can write everything in one paragraph or you can write four paragraphs.

1. Give some background on your subject.
2. Write a sentence like: "There are several similarities between two jobs I have had." Include at least one sentence explaining each similarity.
3. Describe the differences, or contrasts, between the two things.
4. Write a closing statement that draws a conclusion about the similarities or differences between the two.

▶ **Save your draft.** At the end of this unit, you will choose one of your drafts to work with further.

Life Skill: Fill In a Hospital Admission Form

When Zoraida Pesante had her second baby, her husband probably had to fill in her hospital admission form. A **hospital admission form** gives the hospital staff the information they need to care for you and to file insurance claims. Read the sample admission form below.

Park Central Medical Center Admission Form

Date ____________

Patient Name ______________________ Phone ____________

Address ______________________________________

Legal Next of Kin ______________________ Phone ____________

Referring Physician ______________________________

Patient's Employer ______________________________

Patient's Occupation ______________________ Social Security # ____________

Patient's Age ______ Birthdate ____________ Sex ____ Marital Status ________

Religion (optional) ______________________________

Method of Payment ______________________________

Insurer's Name and Address ______________________________

Name of Insured ______________________ Relationship to Patient ____________

Policy Number ______________________ Type of Plan (Group or Individual) ____________

Patient's Medical History

List previous illnesses/accidents and dates.

____

____

List previous hospital stays and dates.

____

____

Any allergies? Yes No (If yes, specify.)

____

____

I, the patient or responsible person, will assume financial responsibility for all room accommodations occupied and all charges incurred while hospitalized.

______________________________ Date ____________

(signature)

Practice Fill out the admission form as if you were entering the hospital.

Lesson 12 ▶ LEARNING GOALS

Strategy: Use your prior experience
Reading: Read a biographical article
Skill: Understand cause and effect chains
Writing: Write a cause and effect paragraph
Life Skill: Read a circle graph

Before You Read

In this lesson, you will read "A Success as a Teacher and Builder, John Corcoran Had a Humiliating Secret: He Couldn't Read or Write." You will learn how Corcoran hid the fact that he could not read. In this article, he also explains how and why he finally did learn to read. He describes the moment of insight when words on a page made sense for the first time.

Before you read, use your own **prior experience** to help you understand Corcoran's situation. Think about skills you have mastered, either as a child or in your adult life. They might be skills like cutting hair, repairing a carburetor, or in-line skating. (Even skills that are fun have to be learned.) On the lines below, list some of the skills you have mastered.

Preview the Reading

To preview the article, first read the title. Does it make you curious? Do the words *success* and *humiliating secret* seem to contradict each other?

▶ **Use the Strategy**
In this article, John Corcoran describes the tricks he used to keep people from finding out he couldn't read. He also talks about why he finally decided, at age 48, to learn to read and how he accomplished it. As you read, use your prior experience to understand his struggle.

A Success as a Teacher and Builder

John Corcoran Had a Humiliating Secret: He Couldn't Read or Write

Brad Darrach
and Dianna Waggoner

Pumpkin
Thanksgiving
John Can Read

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Corcoran gestures in triumph at his declaration of independence, but for 40 years he couldn't spell even a three-letter word.

Success sat on Big John Corcoran like antlers on a bull elk. Six-foot-four and built like a fullback, he sported a mop of gray-blond hair, a speaking voice that played bass fiddle on a listener's bones, and ice-blue eyes that lit up like headlights when he switched on the charm. With energy, presence and a flair for the dramatic, he survived college and graduate school, became a respected social studies teacher in Oceanside, Calif., then turned a $2,500 investment into a house-building business employing more than 200 people. At 48, Corcoran was a multimillionaire who owned a $600,000 villa with a slam-dunk view of the Pacific, went off on European vacations with his attractive wife, Kathy—and lived in terror that somebody might expose his unspeakable secret: He was a total illiterate.

"Reading," he now admits, "was to me like looking at Chinese, at scribbles. I couldn't get the letters and the words together. And the higher I climbed, the harder it became to expose myself, to ask for help. They'd have thrown me out of college if they'd known, and who would employ an illiterate teacher? I was trapped. If the truth got out, how could I support my family? So my life turned into a nightmare. For 40 years I lived like a fugitive. There was no day I didn't dread that someone would find me out."

Incredibly, nobody did. But two years ago Corcoran finally turned himself in. He showed up at an adult learning center, asked for help and got it. Now literate at last, he has taken to the lecture circuit, where his cautionary tales have awakened thousands to the horrors of illiteracy—while offering them at the same time all the chills and thrills of hearing a man with one leg tell how he climbed Mount Everest.

How did Corcoran fool all of the people all of the time? At first he didn't. His elementary school teachers in various towns in the Southwest knew he couldn't read. But instead of testing him for a learning disability,[1] they just figured he was lazy, rebellious or stupid and passed him along to the next grade. Perhaps if he had stayed in one school long enough, a teacher might have found a way to help him. But his family moved too often: In 12 years John attended 17 schools.

His parents were equally undiscerning.[2] "John, where was I?" his mother, Agnes, asked in stricken amazement when the oldest of her six children at last unloaded his burden. "Raising five other kids, Ma," he replied gently. And why didn't his father, John, a high school business teacher, sense the problem? Possibly because he was too busy moving from town to town in search of a better job.

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[1] **learning disability:** a physical or psychological cause for difficulty in learning.
[2] **undiscerning:** lacking insight.

Check-in ▶ Have you experienced teachers or parents who completely overlooked a problem like John Corcoran's? How do you think he felt as he slipped further and further behind?

Cheating helped Corcoran slither through high school in Blythe, Calif., and the University of Texas at El Paso. He often signed up for too many classes, then dropped those requiring too much writing. He persuaded his girlfriends to write compositions for him, and during exams arranged to sit beside good students and laboriously copy their work.

When he couldn't cheat, Corcoran sweated blood. In college it took him five days of drudgery[3] to memorize the letters that stand for the 96 chemical elements, and after passing the test he cried himself to sleep. "There was no way," he remembers thinking, "that I was ever going to get out of this." But he did. "I learned from radio, TV, film. I picked people's brains. People were my library."

The pressure eased in graduate school, where oral and take-home exams were common. Corcoran won four National Science Foundation grants and pulled an A in sociology at the University of Santa Clara. But when he decided to teach ("After all I'd been through, I really felt I had something to offer my students"), he had to conjure up a whole new bag of tricks. Bookkeeping classes were no problem—he was a whiz with numbers—but when he taught social studies, he assigned no written homework, gave no written tests and never used the blackboard. Pupils chose up sides and debated the subject—in effect, they taught themselves. Corcoran brought in outside speakers. His classes churned with energy and surprises, and students loved them. "A lot of good learning took place," says his former principal. "John was a very good teacher."

Business confronted Corcoran with another set of challenges. In his checkbook he kept a list of spelled-out numbers, and he always asked the people he paid to fill in their own names. No big deal having lunch with a client: He just waved the menu aside and asked for whatever popped into his head. But what about the dozens of letters, memos and contracts that crossed his desk every day? Corcoran developed preemptive strategies:[4] "*You* read it," he would tell his secretary. "I left my glasses at home." Or: "I'm too busy. Give me a summary." With a sigh, he says, "I had a hundred excuses."

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[3] **drudgery:** hard, dull work.

As for contracts, he brought them home to be vetted[5] by his wife, and he took her along when he had to sign papers at the bank. Kathy was the only living soul who knew his secret. He had confessed it to her before they were married, but she hadn't believed him. "I thought he meant he didn't read *well,*" she says. For several years, she avoided the issue. Then one day she heard him pretending to read a nursery tale to his baby daughter. In fact, he was simply making up a story that fit the pictures. "My God!" she realized. "He *really* can't read."

Kathy now admits that living with an illiterate can be almost as stressful as being one. "We got into arguments over me having to write things. But when I said, 'Look it up!' his eyes were like he wanted to kill me, because he didn't even know the first letter." Why didn't she teach him to read? "I sensed that it was something he didn't want to deal with, that I would only be adding to his fear and frustration."

Decades of fear and frustration cut deep scars into Corcoran's basic good nature. "He became an angry, fearful man," Kathy says. "Fearful of being exposed, of feeling dumb and unworthy." Corcoran agrees: "I acted angry, but I really felt frightened and ashamed. If you came close to me, you came close to my secret and you were a danger, even if your intentions were friendly." As a result, the Corcorans made few friends. They had their children, Colleen, 22, and John, 19, and they had each other. But there were times when they were terribly lonely in their palace by the sea.

Have you known anyone who used strategies similar to John Corcoran's to hide the fact that they couldn't do something?

◀ **Check-in**

It took a severe shock—the collapse of his business when the California building boom went bust in 1982—to persuade Corcoran to face his problem. Stripped of the staff that had served as his word processor, he felt "like a quarterback without blockers or receivers," he says. So after rescuing his business, he took steps to rescue himself—wary steps. Still fearful that neither the public nor the banks would support any business run by an illiterate, he withheld the name of his company from Lynda Jones, director of the regional adult learning program.

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[4] **preemptive strategies:** moves made to prevent something else from happening.
[5] **vetted:** examined expertly.

"It was so hard," Corcoran says of their first meeting. "I don't even know how the words came out. But I said, 'I can't read at all.'" To test the accuracy of this claim, Jones asked Corcoran to write a few sentences stating what he hoped to gain from the literacy program. "It was awful," he says. "Trying to do something children can do, and failing." In frustration he clutched his pencil like a knife and began stabbing the page.

Jones put Corcoran in touch with a volunteer tutor named Eleanor Condit, and the two of them hit it off from the first. "I was like a little boy talking to his third-grade teacher," he recalls, his eyes misting with emotion. "He was so eager," says Condit. "I sensed that here was a man with unlimited ability. But the tools had never been there." They met twice a week in a local firehouse, and Corcoran spent 40 to 60 hours a week doing homework.

"The first 30 days," Corcoran says, "it was touch and go. I couldn't make connections. But suddenly a bell rang—BING!" Words emerged where there had only been infuriating squiggles. "So that's how you look!" Corcoran found himself murmuring. Words were no longer his enemies. The whole world became a friendlier place—and Corcoran a friendlier man. "A healing has gone on in him that is just incredible," says Kathy.

What's more, Corcoran's fears of a public backlash have proved groundless. Business is booming and associates are warmly supportive. Some say he is living proof that literacy is overrated. But to that he gives an unanswerable answer: "Who would want one eye when he can have two?"

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Corcoran can now read to his granddaughter, Kayla.

▶ **Final Check-in**

Have you ever had to work as hard to learn something as John Corcoran worked at learning to read? How did your prior experience help you to better understand Corcoran's struggle?

After You Read

A. Comprehension Check

1. John Corcoran lived in fear that
   (1) his business would collapse
   (2) people would find out he couldn't read
   (3) his wife would leave him
   (4) his students would do badly

2. Corcoran could be described as
   (1) lazy
   (2) determined
   (3) unmotivated
   (4) shy

3. Corcoran realized he had to learn to read when
   (1) he started to teach
   (2) he was in college
   (3) his business collapsed
   (4) his granddaughter was born

4. When Corcoran had his insight,
   (1) squiggles became words
   (2) he hadn't studied at all
   (3) words became his enemies
   (4) he got new eyeglasses

B. Revisit the Reading Strategy Based on your prior experience, do you agree with the following statements?

Yes	No	Maybe	
_____	_____	_____	**1.** Reading is the basis for success in life.
_____	_____	_____	**2.** Learning a new skill requires determination.
_____	_____	_____	**3.** Learning any new skill is easy.

C. Think beyond the Reading Think about these questions and discuss them with a partner. Answer them in writing if you wish.

1. John Corcoran's inability to read and write led him to do things he knew were wrong, such as cheat to get through school. How do you think these actions made him feel about himself? Why?

2. Do you think it's possible to help insights happen? If so, how?

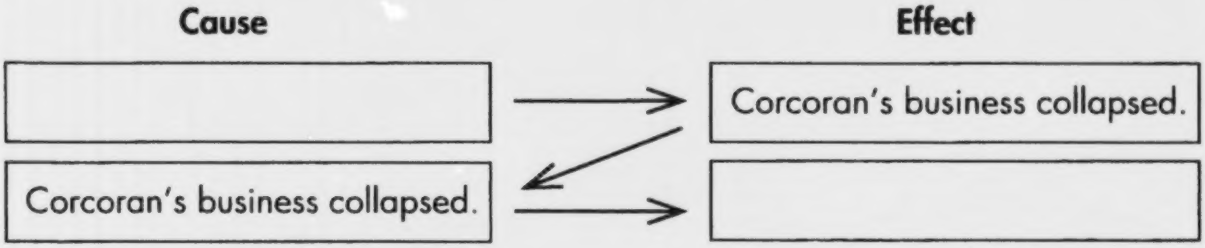
Think About It: Understand Cause-and-Effect Chains

You learned in Lesson 1 that a **cause** is the reason why something happens. The **effect** is what happens—the result or outcome of the cause. Often in a story the effect of one action becomes the cause of the next action. When this happens, the events are part of a **cause-and-effect chain.**

A. Look at Cause-and-Effect Chains

Read this sentence from the article and fill in the missing elements in the diagram below.

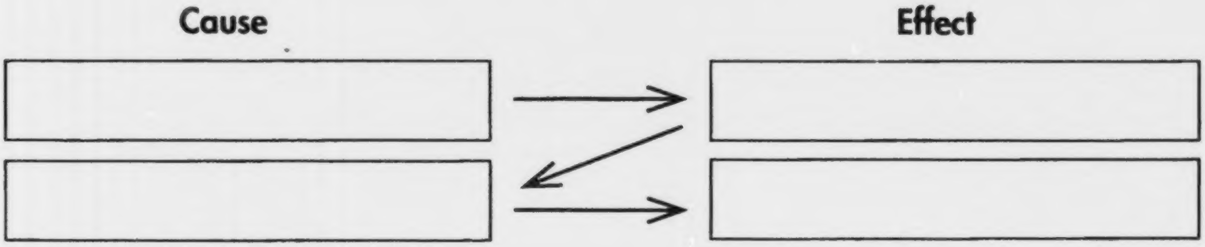
> ▶ It took a severe shock—the collapse of his business when the California building boom went bust in 1982—to persuade Corcoran to face his problem.


Cause
Effect
Corcoran's business collapsed.
Corcoran's business collapsed.

The missing cause was that the California building boom went bust. The missing effect was that Corcoran was persuaded to face his problem.

B. Practice Read the excerpt and fill in the diagram.

> ▶ Words were no longer his enemies. The whole world became a friendlier place—and Corcoran a friendlier man.



▶ **Talk About It**

John Corcoran reads to his granddaughter now. Form a group of four or five people. Take turns telling fairy tales or other stories. Tell stories that you read to children now or remember from your own childhood.

Write About It: Write a Cause-and-Effect Paragraph

The article about John Corcoran describes the moment of sudden insight when words began to make sense to him. Notice that it took him a month of studying full-time to achieve this insight:

> ▶ "The first 30 days," Corcoran says, "it was touch and go. I couldn't make connections. But suddenly a bell rang—BING!" Words emerged where there had only been infuriating squiggles.

You have probably had a sudden insight. Perhaps you suddenly understood another person's point of view. Or maybe you finally thought of a solution to a problem that had been troubling you. In this activity, you will write about your insight.

A. Prewriting Think of an insight you have had or one you have read about or seen on TV. A cause-and-effect organizer, like the one below, can help you remember what happened and why it happened. The sample organizer shows an insight a mother had about her daughter's eyesight. Complete a cause-and-effect organizer about your insight.

Insight: How I Recognized My Daughter's Problem

Cause		Effect
◆ In 5th grade, my daughter's grades suddenly fell; she had always done well in school.	→	◆ We were all worried. We couldn't figure out what was wrong.
◆ One day I asked her to tell me the time by looking at the big clock on the kitchen wall. She couldn't read it.	→	◆ I suddenly realized she needed glasses. I was relieved.
◆ We got glasses for her.	→	◆ Her grades improved rapidly.

B. Writing Write a paragraph about your insight. Describe the situation that led up to the insight. Tell what the insight was and how it made you feel. Be sure to explain the details by using the causes and effects in the organizer you filled in.

▶ **Save your draft.** At the end of this unit, you will choose one of your drafts to work with further.

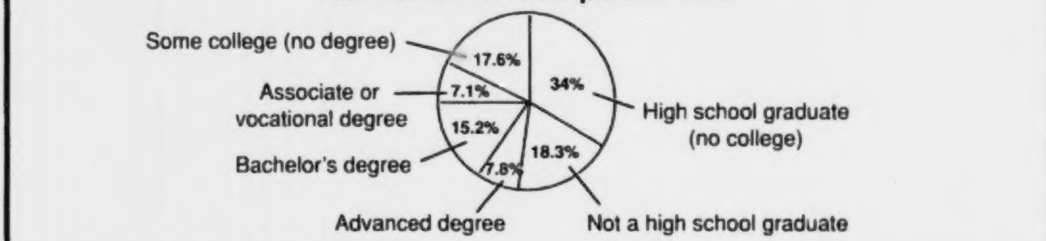
Life Skill: Read a Circle Graph

In Lessons 3, 6, and 9 you learned how to read bar graphs and line graphs. Another kind of graph is a **circle graph,** also called a **pie chart.** The circle represents 100 percent of something, such as the total money in a budget or all the people in a group. Each section of the circle stands for a part of the whole circle. The size of each section depends upon what percent of the total that part of the whole makes up. As with any graph, it's important to read the title and labels to understand what each section represents.

The circle graph below shows how many years of school people age 25 and older had completed by 1995. The section labels tell the various levels of school completed. Notice that the size of each section reflects the percentage it represents. The percentages must add up to 100 percent. All of the percentages are based on a total of 166,438,000 people.

Practice Study the circle graph. Then answer the questions.

Years of School Completed: 1995*



Source: Statistical Abstract of the United States 1996

*People age 25 and older

1. What does this circle graph show? ________________________________

2. What is the largest single group on the graph? ________________________

3. What percentage of people age 25 or older had not completed high school in 1995? _____

4. Which group is larger, those with a bachelor's degree or those with an advanced degree?

____

5. What total percentage never attended college? ________________________

6. What total percentage have attended some college or earned a degree beyond high school?

____

▶ Writing Skills Mini-Lesson: Correcting Pronoun Problems

A **pronoun** is a word that takes the place of a noun. In the examples below, the pronouns *she* and *her* take the place of the noun *mother.*

My **mother** had a hard life. I didn't understand my **mother.**

↓ ↓

She had a hard life. I didn't understand **her.**

She is a **subject pronoun,** and *her* is an **object pronoun.**

1. **Use a subject pronoun in the subject position of a sentence.** A subject pronoun tells who or what is doing the action of the verb. A subject pronoun usually comes before the verb.

   Subject pronouns are *I, you, he, she, it, we, they.*

   She was always tired. **I** didn't understand. **We** didn't help.

2. **Use an object pronoun in the object position of a sentence.** An object pronoun usually comes after a verb or after a preposition (such as to, for, or with). It tells who or what receives the action of the verb.

   Object pronouns are *me, you, him, her, it, us, them.*

   My mother helped **me.** I loved **her.** She did everything for **us.**

3. **Errors often occur when two pronouns or a noun and a pronoun are joined by the word *and.*** These are called compound pronouns. If the compound is in the subject position, use subject pronouns. If the compound is in the object position, use object pronouns.

Right	Wrong
He and I didn't help. My mother talked to **her and me.** She helped **Tom and me.**	**Him and me** didn't help. My mother talked to **she and I.** She helped **Tom and I.**

Practice Copy the sentences, choosing the correct pronouns from the choices.

1. (I, me) _____ didn't understand my mother and often got mad at (she, her) _____.
2. (She, Her) _____ was always tired and seldom played with (we, us) _____ kids.
3. Then (I, me) _____ had children, and I began to understand (she, her) _____.
4. Both (she and I, her and me) _____ raised our children and worked full-time.
5. I understood why mother had so little time for (Tom and I, Tom and me) _____.

Unit 4 Review

Reading Review

The Wheelchair Adventurer

Janet Lee James was 22 years old when she was diagnosed with multiple sclerosis (MS), a disease that attacks the body's nerves. She had just graduated from college and gotten a job at an advertising agency when, she says, she "began to sense that something strange was going on inside my body."

When James realized how severe her illness was, she knew she had better hurry up and live life. MS is the biggest crippler of young adults, and although she didn't have many symptoms, she knew it was just a matter of time. First on her agenda was to pursue her dream of being a disc jockey. She worked at a radio station for a year, always aware that her body was degenerating. Then her best friend moved away, and one night James began screaming, "I gotta go. I gotta go." Two weeks later she arrived in Anchorage, Alaska, thousands of miles from her friends, her family, and her past.

"Everything fell into place," she recalls. "A twenty-three-year-old lunatic with an incurable disease can fly to Alaska and everything can work out. There was no fear, nothing but excitement."

The MS attacks came and went, and most of the time they hardly slowed her down. James hiked, fished, climbed glaciers, learned to sail, drove a dogsled, and experimented with hot-air ballooning, scuba diving, and whitewater rafting. "I lived for adventure," she says. "Nobody ever had a better time or did more exotic, strange things than I did in an eight-year period."

Inevitably, however, the day came when she was so incapacitated that she had to return to Pittsburgh, her hometown. There, she began reliving her adventures by writing a book about them. Her book, called *One Particular Harbor,* was published in 1993.

Choose the best answer to each question.

1. You can infer that Janet James is
   (1) timid
   (2) adventurous
   (3) unmotivated
   (4) a quitter

2. For James, fighting MS is like
   (1) being a disc jockey
   (2) going crazy
   (3) working in advertising
   (4) conquering glaciers and rivers

3. James decided to hurry up and live because
   (1) she was diagnosed with MS
   (2) she didn't like her job
   (3) she was afraid of the wilderness
   (4) her best friend moved away

4. What insight led James to go to Alaska?
   (1) She felt that she had an illness.
   (2) She had a boring job.
   (3) She had limited time for adventure.
   (4) Her illness made it hard to do things.

Writing Process

In Unit 4, you wrote three first drafts. Choose the piece that you would like to work with further. You will revise, edit, and make a final copy of this draft.

_____ your interview about an insight (page 118)
_____ your comparison and contrast of two things in your own life (page 126)
_____ your cause-and-effect paragraph of an insight that you have had (page 136)

Find the first draft of your choice. Then turn to page 159 in this book. Follow steps 3, 4, and 5 in the Writing Process to create a final draft.

As you revise, check your draft for these specific points:

Results of an interview: Make sure you included a topic sentence and details that describe the person's insight.

Comparison and contrast: Be sure you explained both the similarities and differences.

Cause-and-effect paragraph: Be sure your details include a cause that leads to each effect.

Skills Review

This Skills Review will let you see how well you can use the skills taught in this book. When you have finished Units 1–4, complete this review. Then share your work with your instructor.

Reading Skills Review

Read each passage and answer the questions that follow.

The Multicultural Workplace

We have all learned behaviors from the cultures we were raised in. Today, people from different cultures often come into contact at the workplace. When they do, those different behaviors can clash, leading to misunderstandings and even anger. The more we know about other cultures, the more we can avoid such tensions.

Consider this example. Koreans are raised to believe it's rude to touch a person you don't know well, so many Korean shopkeepers don't hand customers their change. Instead, they put it on the counter. But an American customer might think the Korean is avoiding contact out of disgust. The very behavior that is meant to show respect is then seen as disrespectful. Similarly, in many Asian cultures, avoiding eye contact is a sign of respect. A co-worker of European ancestry, however, might interpret it as a sign that the person is lying.

How can misunderstandings like these be avoided? First, don't get angry. Try to put yourself in the other person's place. Think about how you would like to be treated. If you work with or live near people from different cultures, try to learn more about those cultures. When you know why people do certain things, you probably won't get angry anymore.

Choose the best answer to each question.

1. Based on the article, which is correct?
(1) Europeans avoid eye contact.
(2) Asians make eye contact out of respect.
(3) Asians avoid eye contact out of respect, but Europeans may think they are lying.
(4) Both Europeans and Asians avoid eye contact when they are lying.

2. The last paragraph is about
(1) how you would like to be treated
(2) ways to avoid misunderstandings
(3) why people do certain things
(4) cultural differences

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Deportation at Breakfast

Larry Fondation

The signs on the windows lured me inside. For a dollar I could get two eggs, toast, and potatoes. The place looked better than most—family-run and clean. The signs were hand-lettered and neat. The paper had yellowed some, but the black letters remained bold. A green and white awning was perched over the door, where the name "Clara's" was stenciled.

Inside, the place had an appealing and old-fashioned look. The air smelled fresh and homey, not greasy. The menu was printed on a chalkboard. It was short and to the point. It listed the kinds of toast you could choose from. One entry was erased from the middle of the list. By deduction, I figured it was rye. I didn't want rye toast anyway.

Because I was alone, I sat at the counter, leaving the empty tables free for other customers that might come in. At the time, business was quiet. Only two tables were occupied; and I was alone at the counter. But it was still early—not yet seven-thirty.

Behind the counter was a short man with dark black hair, a mustache, and a youthful beard, one that never grew much past stubble. He was dressed immaculately, all in chef's white—pants, shirt, and apron, but no hat. He had a thick accent. The name "Javier" was stitched on his shirt.

I ordered coffee, and asked for a minute to choose between the breakfast special for a dollar and the cheese omelette for $1.59. I selected the omelette.

The coffee was hot, strong, and fresh. I spread my newspaper on the counter and sipped at the mug as Javier went to the grill to cook my meal.

The eggs were spread out on the griddle, the bread plunged inside the toaster, when the authorities came in. They grabbed Javier quickly and without a word, forcing his hands behind his back. He, too, said nothing. He did not resist, and they shoved him out the door and into their waiting car.

On the grill, my eggs bubbled. I looked around for another employee—maybe out back somewhere, or in the wash room. I leaned over the counter and called for someone. No one answered. I looked behind me toward the tables. Two elderly men sat at one; two elderly women at the other. The two women were talking. The men were reading the paper. They seemed not to have noticed Javier's exit.

I could smell my eggs starting to burn. I wasn't quite sure what to do about it. I thought about Javier and stared at my eggs. After some hesitation, I got up from my red swivel stool and went behind the counter. I grabbed a spare apron, then picked up the spatula and turned my eggs. My toast had popped up, but it was not browned, so I put it down again. While I was cooking, the two elderly women came to the counter and asked to pay. I asked what they had had. They seemed surprised that I didn't remember. I checked the prices on the chalkboard and rang up their order. They paid slowly, fishing through large purses, and went out, leaving me a dollar tip. I took my eggs off the grill and slid them onto a clean plate. My toast had come up. I buttered it and put it on my plate beside my eggs. I put the plate at my spot at the counter, right next to my newspaper.

As I began to come back from behind the counter to my stool, six new customers came through the door. "Can we pull some tables together?" they asked. "We're all one party." I told them yes. Then they ordered six coffees, two decaffeinated.

I thought of telling them I didn't work there. But perhaps they were hungry. I poured their coffee. Their order was simple: six breakfast specials, all with scrambled eggs and wheat toast. I got busy at the grill.

Then the elderly men came to pay. More new customers began arriving. By eight-thirty, I had my hands full. With this kind of business, I couldn't understand why Javier hadn't hired a waitress. Maybe I'd take out a help-wanted ad in the paper tomorrow. I had never been in the restaurant business. There was no way I could run this place alone.

Choose the best answer to each question.

3. Why did the author take over cooking?
   (1) He thought Javier might get in trouble.
   (2) Nobody else noticed the cook was gone.
   (3) He had always wanted to be a cook.
   (4) His eggs were burning.

4. The author kept serving customers because
   (1) he wanted the tips
   (2) he had finished his breakfast
   (3) he thought Javier would be back
   (4) there was no one else to do it

5. Which of the following statements from the story is a fact?
   (1) The place had an appealing and old-fashioned look.
   (2) They seemed not to have noticed Javier's exit.
   (3) There was no way I could run this place alone.
   (4) Then they ordered six coffees.

6. From the title, you can infer that Javier was arrested because he was
   (1) an illegal immigrant
   (2) not paying minimum wages
   (3) not paying his taxes
   (4) a police informant

7. The author started thinking about running the restaurant. From this, you can infer
   (1) he had a good job already
   (2) he didn't know how to cook
   (3) he enjoyed working at the restaurant
   (4) he didn't like dealing with customers

8. Which best states the theme of the story?
   (1) Small actions can sometimes lead to surprising results.
   (2) Taking over something that isn't yours is wrong.
   (3) Helping out can get you into trouble.
   (4) Illegal workers are always caught.

Taking a Stand Against Pollution

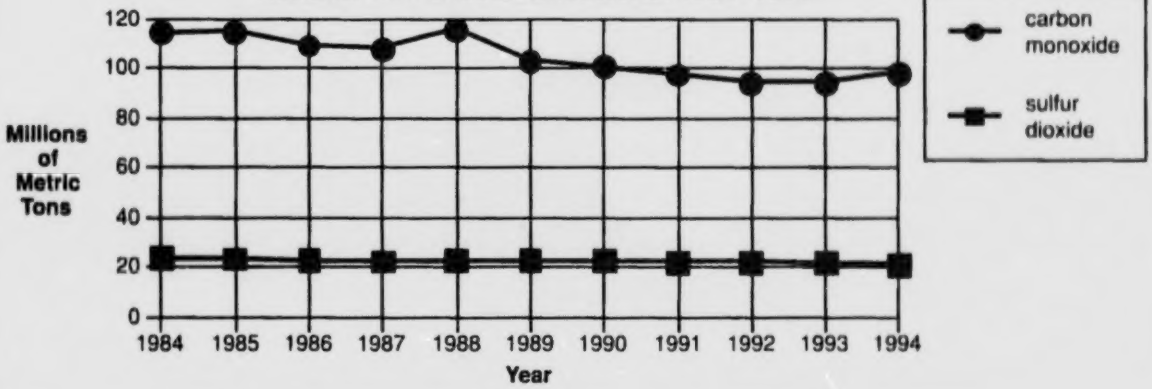
Chester is a city in southeastern Pennsylvania. In 1989, the richest county in the state began shipping its garbage to Chester to be burned. Every day, 2,600 tons of burning garbage polluted the town. The air smelled terrible. Soot caked people's windows, and red smoke floated across the sky. Children had trouble breathing. The smoke also contained sulfur dioxide, one of the compounds in acid rain.

One woman, Zulene Mayfield, decided to fight back against the polluters. In 1992 she and her neighbor Horace Strand started the Chester Residents Concerned for Quality Living. This grassroots group staged protests and sued the companies that were polluting. In 1994, thanks to the group's activities, the city council passed the nation's first local zoning law against new industries that pollute. However, pollution from industries that were in operation prior to the law's passage remains a problem.

Mayfield works in the suburbs. As she drives to her job, she passes bundles of garbage that will end up in her neighborhood. And she keeps on fighting.

People all over the country are joining the fight to provide a cleaner environment. When a lot of people take a stand against pollution, it can add up to a big difference. The graph below shows how much two kinds of air pollution declined between 1970 and 1994.

National Air Pollution Emissions: 1984–1994



Source: Statistical Abstract of the United States 1996

Choose the best answer to each question.

9. It's an opinion that
(1) Zulene Mayfield took a stand against air pollution in her city
(2) officials probably would not have put an incinerator in the suburbs
(3) the Chester residents' group sued polluting companies
(4) garbage from Chester's suburbs is trucked into the city to be burned

10. What is the main idea of the graph?
(1) Carbon monoxide and sulfur dioxide are two types of air pollution.
(2) Carbon monoxide emissions increased between 1987 and 1988.
(3) Sulfur dioxide emissions are measured in metric tons.
(4) Overall, both types of emissions have decreased from 1984 to 1994.

Writing Skills Review

Copy the paragraph and edit it. Correct errors in subject-verb agreement, compound and complex sentences, and pronoun use.

> I dated a girl named Hannah, when I was 16 years old. Her and me was very close. Hannah loved to read books. Once I asked Hannah for a date but she wanted to finish reading a book instead! At first I were angry. Then Hannah started talking about the book so I listened to the story. The book was about Captain Ahab and a white whale. After the whale bit off Ahab's leg the captain tried to catch and kill the whale. He hunted the whale for years. The story sounded stupid to I. Then late one night Hannah and me was watching an old movie on TV called *Moby Dick*. We watched Captain Ahab stalk the whale and I finally understood the story. It weren't stupid at all.

Write About It

On a separate piece of paper, write about the topic below. Then use the Revising Checklist to revise your draft.

Topic Do you think that people are lonelier today than they used to be? Why or why not? Write one or more paragraphs to explain your opinion.

Revising Checklist

Revise your draft. Check that your draft
______ clearly states your opinion
______ includes reasons to support your opinion
______ includes details or examples to explain your reasons

Skills Review Answers

Reading Skills Review

1. (3)
2. (2)
3. (4)
4. (4)
5. (4)
6. (1)
7. (3)
8. (1)
9. (2)
10. (4)

Writing Skills Review

I dated a girl named Hannah when I was 16 years old. **She** and **I were** very close. Hannah loved to read books. Once I asked Hannah for a date, but she wanted to finish reading a book instead! At first I **was** angry. Then Hannah started talking about the book**, so** I listened to the story. The book was about Captain Ahab and a white whale. After the whale bit off Ahab's leg**,** the captain tried to catch and kill the whale. He hunted the whale for years. The story sounded stupid to **me.** Then late one night Hannah and **I were** watching an old movie on TV called *Moby Dick.* We watched Captain Ahab stalk the whale**,** and I finally understood the story. It **wasn't** stupid at all.

Write About It

Make changes on your first draft to improve your writing. Then recopy your draft and share it with your instructor.

▶ **Student Self-Assessment** Go on to page 148 to complete Student Self-Assessment #2.

Evaluation Chart

Check your Skills Review answers. Then, on the chart below, circle the number of any answer you missed. You may need to review the lessons indicated next to that question number.

Question	Skill	Lessons
1	compare and contrast	5, 11
2	identify the main idea	3, 6
3	understand cause and effect	1, 12
4	understand cause and effect	1, 12
5	identify facts and opinions	2, 9
6	make inferences	7, 10
7	make inferences	7, 10
8	identify theme	4, 8
9	identify facts and opinions	2, 9
10	identify the main idea	3, 6

Student Self-Assessment #2

After you have completed the units in *Voyager 6*, answer these questions. With your instructor, compare these answers to your answers on Student Self-Assessment #1. Note any areas in which you have shown progress.

Reading	Good at this	Improving	Little progress
I can read and understand			
1. stories, poems, biographies, fables, and essays			
2. articles in magazines, newspapers, books, and letters			
3. paycheck stubs, forms, and applications			
4. charts, graphs, diagrams, maps, and time lines			
5. political cartoons			
When I read, I can			
1. figure out new words by using context clues			
2. empathize with characters in a story			
3. use what I already know to help me understand			
4. skim to get a general idea of the reading material			
5. try to predict what is coming next			
6. visualize what I read			
7. identify cause and effect relationships			
8. identify facts and opinions			
9. identify the main idea, details, and theme			
10. compare and contrast information			
11. make inferences about information not stated			
12. summarize what I've read			

Writing	Good at this	Improving	Little progress
I can fill in or write			
1. paragraphs with a topic sentence and supporting details			
2. forms and applications			
3. business and friendly letters			
4. stories, biographical sketches, and dialogue			
5. my opinion on an issue			
6. an article based on comparisons and contrasts			
7. an article based on cause and effect			
When I write, I can			
1. think of good ideas and organize them			
2. use facts, examples, or reasons to support my main ideas			
3. express myself clearly so others understand			
4. revise my writing to improve it			
5. edit my writing to make subjects and verbs agree			
6. write and punctuate compound and complex sentences correctly			
7. use the correct forms of pronouns			

Answer Key

When sample answers are given, your answers may use different wording but should be similar to them.

Unit 1: Success at Work

Lesson 1

Before You Read (p. 14)

Possible answers:

1. George was scared.
2. Tomás was angry.
3. Elisha felt proud.
4. Kate felt under pressure.

After You Read (p. 19)

A. 1. (1)
2. (2)
3. (4)
4. (4)

Think About It: Understand Cause and Effect (p. 20)

B. Practice

	Cause	Effect
1.	Carmen didn't want to alienate her customers.	She remained courteous and patient.
2.	Carmen couldn't tolerate Madeline's attacks.	Carmen suggested Madeline go elsewhere.
3.	Carmen believed people stole food only because they were hungry.	Carmen felt sorry for the Dukes.
4.	The other customers heard that "spics were buying."	The customers abandoned the store.
	Madeline Hannon talked to the other customers.	The other customers came back.

Life Skill: Read a Paycheck Stub (p. 23)

Practice

1. 32 hours
2. $42.00
3. $25.00
4. yes, 8 hours
5. $180.37

Lesson 2

After You Read (p. 27)

A. 1. (3)
2. (3)
3. (4)
4. (1)
5. Sample answer:
Jill may get fired because she makes mistakes on the cash register, has been late for work, and doesn't seem very interested in her job. She has been warned about coming in late twice.

Think About It: Identify Facts and Opinions (p. 28)

B. Practice

1. F
2. O
3. O
4. F
5. O
6. F
7. F
8. F
9. F
10. O
11. F
12. O
13. F
14. F
15. O

Life Skill: Fill In a Vacation Request Form (p. 31)

Practice

1. 10 days
2. She will be on vacation 16 days if she includes all three weekends.

Lesson 3

After You Read (p. 37)

A. 1. (4)
2. (1)
3. (4)
4. (1)

B. Sample answers:

1. What the boss expects of you.
2. Avoid talking about personal problems and gossiping.

Think About It: Identify the Main Idea and Details (p. 38)

B. Practice

Sample answers:

1. You need to know your mental strengths and weaknesses
   The details are examples.
2. find a job with salary and benefits that fit your needs
   Schedule, salary, and benefits that don't fit your needs can create stress.
   The details are reasons.
3. Here are some basic commonsense expectations of any job.
   The details are examples.
4. Fay must be able to meet the tough physical demands of her job
   The details are facts.

Life Skill: Another Look at Reading a Bar Graph (p. 41)

Practice

1. salespersons, retail
2. 670,000
3. about 650,000
4. about 500,000
5. by 110%
6. The graph on page 36 shows percentages by which jobs are expected to increase, while the graph on page 41 shows numbers of new jobs in each job category.

▼ Writing Skills Mini-Lesson: Subject-Verb Agreement with *be* and *have* (p. 42)

Practice

I **have** always believed in Marco. Marco is my boyfriend. He **has** a good job as a chef. He **has** been working at the restaurant for two years. Just a few years ago, Marco was out of work. His relatives **were** very worried about him, but I **was** not. I **was** sure he **was** going to find a good job. Now we **are** all happy for Marco.

▼ Unit 1 Review (p. 43)

Reading Review

1. (3)
2. (1)
3. (2)

Unit 2: Taking a Stand

▼ Lesson 4

After You Read (p. 51)

A. 1. (4)
   2. (1)
   3. (2)
   4. (3)

Think About It: Identify Theme (p. 52)

B. Practice

1. Possible answers: He went to Tallahassee and established that the Kissimmee town charter was illegal. He upset the town leaders: the mayor, the chief of police, and the judge. He showed them that, in order to stop him from fighting racism, they would have to kill him. He risked his life for what he believed.
2. Possible answer: is taking great risks when standing up for what is right
3. (3)

Life Skill: Read a Political Cartoon (p. 55)

Practice

Possible answers:

1. the Ku Klux Klan
2. She wants the commission to protect them from the racists.
3. He means that the members of the Civil Rights Commission are also members of the Ku Klux Klan; or He means that racism is everywhere—even in the Civil Rights Commission.
4. Both comment on the Klan's illegal and immoral actions. Both accuse people in power of being racist.

▼ Lesson 5

After You Read (p. 61)

A. Possible answers:

1. for political freedom for her people and the right to own land
2. Her parents and brother had been killed by the military, and she was in danger for speaking out on behalf of the peasants. She left so she could tell the story of her people to the outside world.

3. In 1992
4. Thousands of supporters lined the streets and cheered for her.
5. Thousands of people protesting the military dictatorship were massacred.
6. for democracy and the human rights of the people in her country
7. She was placed under house arrest for leading the struggle for human rights.
8. The military would not allow her to return to her country.

Think About It: Compare and Contrast (p. 62)

B. Practice

The chart might be filled in as follows. Your answers may be different.

Comparison and Contrast of Menchú and Suu Kyi

Topic	Menchú	Suu Kyi	Both
Former colonial ruler	Spain	Britain	
Risks they took			risked her life
What they were resisting			government oppression
What they were fighting for			freedom, democracy
When they won Nobel Peace Prize	1992	1991	

Life Skill: Read a Map (p. 65)

Practice

1. Mexico, Belize, El Salvador, and Honduras
2. the Caribbean Sea
3. the Pacific Ocean

▼ Lesson 6

Check-in (p. 67)

The quotation is from the Declaration of Independence of the United States.

After You Read (p. 69)

A. 1. (2)
   2. (4)
   3. (2)
   4. (3)

B. 1. Agree
   2. Disagree
   3. Disagree

Think About It: Identify the Main Idea and Details (p. 70)

B. Practice

1. Details: be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together The details are examples.
2. a. Let freedom ring across the United States.
   b. All the details are high places in various states.
3. Sample answer: Dr. King had a dream that one day prejudice and racism would no longer exist in the United States.

Life Skill: Read a Line Graph (p. 73)

Practice

1. The graph shows minority members of the U.S. Congress between 1981 and 1995.
2. 17
3. 41
4. They are increasing in number and in percentage of all members of Congress.
5. Asian/Pacific Islanders

▼ Writing Skills Mini-Lesson: Commas in Compound Sentences (p. 74)

Practice

My family always reads and talks about the news. We discuss and even argue about politics. My mother and father have voted in every election since 1968. My brother voted four years ago, but I was too young to vote then. I turned eighteen last year, and I voted for the first time. My sister and I registered to vote on the same day. We all voted in the next election, but we voted for different people. My mother and father voted for the Democratic candidate. My sister and brother voted for the Republican candidate, and I voted for an independent. My candidate lost, but I was still excited about voting for the first time.

▼ Unit 2 Review (p. 75)

Reading Review

1. (2)
2. (3)
3. (4)
4. (4)

Unit 3: Relationships

▼ Lesson 7

After You Read (p. 83)

A. 1. (2)
2. (4)
3. (1)
4. (2)

Think About It: Make Inferences (p. 84)

B. Practice

1. a. You can infer that Ethel loves Chelsea, but she doesn't like Chelsea's negative attitude.
   b. You can infer that Chelsea and Ethel probably weren't very close when Chelsea was growing up.
2. a. You can infer that Chelsea loves her father but hasn't been able to communicate with him. She wants them to be closer.
   b. You can infer that Norman does not feel comfortable talking about feelings, either Chelsea's or his own.

Life Skill: Read a Map (p. 87)

Practice

1. Route 381
2. Interstate Highway 70/76
3. Routes 130 and 381
4. Route 711, U.S. Highway 30, Route 381
5. (3)
6. (2)
7. no

▼ Lesson 8

After You Read (p. 94)

A. Possible answers:

1. They were both small; both loved the farm and worked hard to keep it well tended; both loved Will and treasured Will's letters; both looked forward to Hal's visits.
2. cheerful, fun-loving, talented, amusing, outgoing, creative
3. Will probably would not have been happy staying home. He loved the excitement of city life and he liked drawing better than farming.
4. A farm requires work every day, and they didn't want anyone else caring for their cows or their fields.
5. They had their farm and Will's letters to comfort them.
6. They planted the corn to affirm and honor their son's life; to produce new life in the face of death; to assure themselves that life goes on.

Think About It: Identify Theme (p. 95)

B. Practice

1, 3, and 5 help reveal the theme.

Life Skill: Read a Family Tree (p. 97)

Practice

1. 1943
2. Frank Raub
3. two daughters: Traci and Pearl
4. Shanelle is older (born in 1985; Stuart in 1986).
5. no
6. Uncle Frank (Raub)
7. Aunt Su (Wong)
8. two: Lenny and Stuart

▼ Lesson 9

After You Read (p. 101)

A. 1. (4)
2. (1)
3. (3)
4. (4)

Think About It: Identify Facts and Opinions (p. 102)

B. Practice

1. F
2. O
3. F
4. F
5. O
6. F
7. O
8. F
9. O
10. O
11. O
12. F

Life Skill: Read a Double Line Graph (p. 105)

1. (4)
2. (1)
3. (3)
4. 1970/1960
5. 1980/1960
6. 1970
7. 1994

8. Possible answers: Yes, the difference between marriage rates and divorce rates has been decreasing in recent years. or No, the divorce and marriage rates increase and decrease in a similar pattern.

▼ Writing Skills Mini-Lesson: Writing Complex Sentences (p. 106)

Practice

In each sentence, more than one connecting word is possible. Here are some suggestions.

1. I liked working at Pizza World because I had a lot of friends there.
   Since I had a lot of friends there, I liked working at Pizza World.
2. While I was working there, the other workers seemed like family.
   The other workers seemed like family when I was working there.
3. Although the pay wasn't very good, I enjoyed working there.
   I enjoyed working there even though the pay wasn't very good.
4. Employees are happier when managers treat them well.
   If managers treat them well, employees are happier.

▼ Unit 3 Review (p. 107)

Reading Review

1. (1)
2. (4)
3. (3)
4. (2)

Unit 4: Insights

▼ Lesson 10

After You Read (p. 115)

A. 1. (2)
   2. (1)
   3. (4)
   4. (1)

Think About It: Make Inferences (p. 116)

B. Practice

1. (3)
2. (2)
3. (1)
4. Possible answers:
   a. Objects now had names. Helen could think about them now that they had names. They became "alive" to her.
   b. the ability to understand what language is about
   c. She feels sad that she destroyed something with meaning.

Life Skill: Read a Time Line (p. 119)

Practice

1. in 1881
2. 10 years old
3. 22 years old
4. in 1904
5. She worked with blind World War II veterans.
6. in 1955
7. 88 years old

▼ Lesson 11

Before You Read (p. 120)

Possible answers:

1. exhausted
2. excited
3. proud
4. disappointed

After You Read (p. 123)

A. 1. one

Possible answers:

2. She loved him a great deal.
3. She was angry because she only wanted one child.
4. She thought the baby was ugly, and she didn't love her as she had her son.
5. He was so happy he started to cry.
6. She remembered that she had been sexually abused when she was young and didn't want her daughter to go through the same experience.

Think About It: Compare and Contrast (p. 124)

B. Practice

1.

Compare and Contrast Zoraida and Mothers You Know

Topic	Zoraida	Mothers You Know	Both
Wants children?			yes
Boy or girl?	wants a boy	want either a a boy or a girl	
Loves her children?	Loves only her son, not her daughter	Love all their children.	

2. Sample answers:

Compare and Contrast Zoraida's Son and Daughter

Topic	Son	Daughter	Both
Parents			Zoraida and her husband
Birth order	born first	born second	
Zoraida's feelings about pregnancy			worried, afraid she would have a girl
Zoraida's feelings at child's birth	elated, overjoyed	upset, unhappy	
Mr. Pesante's feelings at child's birth	a little jealous	very happy	
What Zoraida said about baby	He was my joy. I was elated. My prayers were answered.	She is ugly. I didn't love her the same way.	

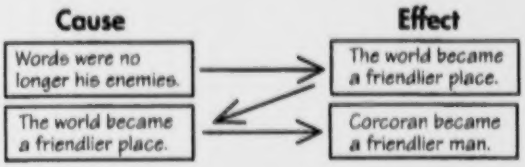
▼ Lesson 12

After You Read (p. 134)

A. 1. (2)
2. (2)
3. (3)
4. (1)

Think About It: Understand Cause-and-Effect Chains (p. 135)

B. Practice


Cause
Effect
Words were no longer his enemies.
The world became a friendlier place.
The world became a friendlier place.
Corcoran became a friendlier man.

Life Skill: Read a Circle Graph (p. 137)

Practice

1. the years of school completed by people age 25 and over in 1995
2. high school graduates
3. 18.3%
4. those with a bachelor's degree
5. 52.3% (18.3% + 34%)
6. 47.7% (17.6% + 7.1% + 15.2% + 7.8%)

▼ Writing Skills Mini-Lesson: Correcting Pronoun Problems (p. 138)

Practice

1. I didn't understand my mother and often got mad at her.
2. She was always tired and seldom played with us kids.
3. Then I had children, and I began to understand her.
4. Both she and I raised our children and worked full-time.
5. I understood why mother had so little time for Tom and me.

▼ Unit 4 Review (p. 139)

Reading Review

1. (2)
2. (4)
3. (1)
4. (3)

Writing Skills

This handbook lists the rules you learned in the Writing Skills Mini-Lessons in this book.

Subject-Verb Agreement with *be* and *have*

Every sentence has a **subject** (who or what the sentence is about) and a **verb** (what the subject does or is). The verb can be a single verb. In this case, the single verb is called the **main verb.** The verb may also be a **verb phrase** consisting of a main verb and other verbs, such as *is going* or *have known.* The other verbs in a verb phrase are called **helping verbs.** Both *be* and *have* can be the main verb in a sentence. *Be* and *have* can also be helping verbs. When *be* and *have* stand alone as main verbs or act as helping verbs, they must **agree** with their subjects. Follow these rules:

1. **The present tense of the verb *be* has three forms: *am, is,* and *are.***

Singular	**Plural**
I am	we are
you are	you are
he/she/it is	they are

Used as main verbs: I **am** a sales associate. Steven **is** a nurse. We **are** a team.

Used as helping verbs: We **are working** in Atlanta. You **are looking** great!

2. **The past tense of *be* has two forms: *was* and *were.***

Singular	**Plural**
I was	we were
you were	you were
he/she/it was	they were

Used as main verbs: He **was** a teacher. My cousins **were** here last week.

Used as helping verbs: He **was teaching** math. My cousins **were going** home.

3. **The present tense of *have* has two forms: *have* and *has.***

Singular	**Plural**
I have	we have
you have	you have
he/she/it has	they have

Used as main verbs: I **have** a new job. My sister **has** a new job. We both **have** new jobs.

Used as helping verbs: She **has worked** here for two months. They **have learned** new skills.

Note: The past tense of *have* has only one form: *had.*

Commas in Compound Sentences

Use a comma to separate the simple sentences in a **compound sentence,** but do not use a comma in a **compound subject** or **compound verb.**

1. **Compound sentences.** A compound sentence has two parts. Each part is a complete thought and has its own subject and verb. You join the two parts with a connecting word like *and, or, but, yet,* or *so.* Use a comma **before** the connecting word.

   Some $\overbrace{\text{people}}^{\text{Subject}}$ $\overbrace{\text{want}}^{\text{Verb}}$ new leaders, **so** $\overbrace{\text{they}}^{\text{Subject}}$ $\overbrace{\text{vote}}^{\text{Verb}}$ for new candidates.

   Some $\overbrace{\text{people}}^{\text{Subject}}$ $\overbrace{\text{want}}^{\text{Verb}}$ new leaders, **but** $\overbrace{\text{they}}^{\text{Subject}}$ $\overbrace{\text{refuse}}^{\text{Verb}}$ to vote.

2. **Compound subjects and verbs.** Two subjects joined with the word *and* make a compound subject.

   $\overbrace{\textbf{Men and women}}^{\text{Compound Subject}}$ $\overbrace{\text{register}}^{\text{Verb}}$ before an election.

   Two verbs joined with *and* make a compound verb.

   $\overbrace{\text{People}}^{\text{Subject}}$ $\overbrace{\textbf{go and vote}}^{\text{Compound Verb}}$ on election day.

   Do not use a comma before *and* in a compound subject or verb.

Writing Complex Sentences

A **complex sentence** has two parts, each with its own subject and verb:

$$\underbrace{\overset{S}{\text{I}}\ \overset{V}{\text{knew}}\text{ all the other employees}}_{\text{independent clause}}\ \underbrace{\text{when }\overset{S}{\text{I}}\ \overset{V}{\text{worked}}\text{ at Pizza World.}}_{\text{dependent clause}}$$

In the sentence above, the first part is the **independent clause.** It is a complete thought and can stand alone. The second part is the **dependent clause.** It begins with the connecting word *when* and cannot stand alone as a separate sentence. Here are some rules for writing complex sentences.

1. **You can begin the sentence with either the independent clause or the dependent clause.**
   - If you put the independent clause first, do not put a comma after it.

     I knew all the other employees when I worked at Pizza World.

   - If you put the dependent clause first, put a comma after it.

     When I worked at Pizza World, I knew all the other employees.

2. **The words below are commonly used in complex sentences. Some connecting words have more than one use.**

Connecting words	Use
before, after, when, while, as, since, as soon as, by the time	time
if, unless	condition
because, since	cause and effect
although, even though, while	contrast

Correcting Pronoun Problems

A **pronoun** is a word that takes the place of a noun. In the examples below, the pronouns *she* and *her* take the place of the noun *mother.*

My **mother** had a hard life. I didn't understand my **mother.**

↓ ↓

She had a hard life. I didn't understand **her.**

She is a **subject pronoun,** and *her* is an **object pronoun.**

Subject Pronouns	
I	it
you	we
he/she	they

Object Pronouns	
me	it
you	us
him/her	them

1. **Use a subject pronoun in the subject position of a sentence.** A subject pronoun tells who or what is doing the action of the verb. A subject pronoun usually comes before the verb.

   She was always tired. **I** didn't understand. **We** didn't help.

2. **Use an object pronoun in the object position of a sentence.** An object pronoun usually comes after a verb or after a preposition (such as *to, for,* or *with).* It tells who or what receives the action of the verb.

   My mother helped **me.** I loved **her.** She did everything for **us.**

3. **Errors often occur when two pronouns or a noun and a pronoun are joined by the word *and.*** These are called compound pronouns. If the compound is in the subject position, use subject pronouns. If the compound is in the object position, use object pronouns.

Right	**Wrong**
He and I didn't help.	**Him and me** didn't help.
My mother talked to **her and me.**	My mother talked to **she and I.**
She helped **Tom and me.**	She helped **Tom and I.**

The Writing Process

The Writing Process is a series of stages that can help you create a good piece of writing. These stages are shown below.

1. Prewrite, or plan your writing.

A. Think about your topic.

B. List ideas about your topic.

C. Organize your ideas.
- Decide which ideas you will use.
- Decide how you will order them.

2. Write a first draft.

A. Use your ideas from stage 1.

B. Write about your topic.
- Clearly state your main ideas.
- Give appropriate facts, examples, or reasons to support your main idea.

3. Revise your first draft.

A. Check that your draft

____ includes your important ideas
____ develops the topic with appropriate facts, examples, or reasons
____ is clear and easy to understand

B. Make changes to improve your writing.
- You can add, cross out, or move information.
- You can reword sentences

4. Edit your work.

A. Check your draft for errors in

____ complete sentences
____ correct spelling
____ correct punctuation
____ correct capitalization
____ correct usage

B. Correct any mistakes you find. If you need help, use the Writing Skills Handbook on page 155 or ask your instructor.

5. Recopy your draft.

A. Write a final draft. Include all of your revising and editing changes.

B. Compare your first and final drafts. Note improvements.

C. Share your final draft with a classmate, a friend, or your instructor.

Reading and Writing for Today's Adults

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Voyager is a nine-level program that combines a contemporary theme-based approach with the best elements from traditional instruction. It teaches the essential reading, writing, listening, speaking, and critical thinking skills and strategies needed by adults to function on the job and in today's diverse, rapidly changing, and information-rich society.

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6

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Syracuse, New York
800-448-8878

Workbook

CE CETR 0137

Voyager

Reading and Writing for Today's Adults

6

New Readers Press

Workbook

Voyager

Reading and Writing for Today's Adults

6

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Lesson 1

Think About It: Understand Cause and Effect

A **cause** is the reason something happens. The **effect** is the result, or outcome, of the cause.

A. Read the story. Look for the causes and effects.

A Change of Tune

"Darn that Larry, anyway," Susan muttered under her breath for the 10th time that day. "Who does he think he is?"

"I'm the manager, *that's* who I am," said Larry, coming up behind her. "And thanks to your big mouth, I'll be writing you up again," he added.

This time Susan didn't make a sound. "I hate him," she thought. "Just because I came in a little late, he wrote me up."

Except for Larry's disapproval, Susan liked her job at the auto parts store. She was good at it, too. She got along great with the customers. Just that morning, Susan had managed to find an out-of-date part for a 1976 Chevy. The owner thanked her over and over. That made Susan feel good about her work.

Susan thought Larry was nitpicking. He wrote her up just because she took an extra half hour for lunch once in a while. Then there were Mondays. It was hard to get up for work on Mondays. The second time Susan skipped work on a Monday without calling Larry, he actually put her on report. Being on report was worse than being written up. It meant that Larry could fire her the next time she skipped work.

One Friday morning, Susan arrived at work on time, but Larry wasn't there. Only the other counter clerk was in. The phone at Susan's counter was ringing. It was Larry. "I had a family emergency. You'll have to be responsible for the store today. I'll come back at five o'clock to close up."

When the store started to get busy, Susan realized the floor clerk hadn't shown up. She and the other counter clerk had to help all the customers by themselves. Then the other counter clerk went to lunch and didn't come back for an hour and a half. Susan was angry.

"What good are they if I can't count on them?" she thought to herself. Then she thought about the times that *she* had been late or hadn't shown up. Suddenly she knew how Larry felt.

When Larry came in at the end of the day, Susan apologized for the times she hadn't called in. "You're a good worker, Susan," he said. "What you need in order to be an outstanding worker is a sense of responsibility. It sounds like you learned that today."

B. Find the cause and the effect in the following excerpts. Fill in the boxes in your own words.

1. "I hate him," she thought. "Just because I came in a little late, he wrote me up."

Cause	Effect

2. He wrote her up just because she took an extra half hour for lunch once in a while.

Cause	Effect

3. The second time Susan skipped work on a Monday without calling Larry, he actually put her on report.

Cause	Effect

4. Suddenly she knew how Larry felt. . . . Susan apologized for the times she hadn't called in.

Cause	Effect

▶ Lesson 2

Think About It: Identify Facts and Opinions

A **fact** is a statement that can be shown to be true. An **opinion** is a statement of belief, a guess, or a prediction.

A. Read the memo. Look for facts and for opinions that sound like facts.

MEMO

TO: All Employees
FROM: Cesar Martinez, Personnel Director
RE: More About the New Performance Incentives Program
DATE: 1/3/99

As of January 1, the Bilt-Rite Manufacturing Company is offering a Performance Incentives Program. The program is very generous. Everyone should participate.

The company is offering five types of incentives during the next six months. All employees who increase their production by 5% will receive the first incentive, one paid vacation day. Those who increase their production by 7% will receive two paid vacation days. Employees who increase production 9%, 12%, or 15% will receive proportional raises. These last three incentives are obviously the most desirable.

Every employee should try to win an incentive. This is a great opportunity.

B. Read each statement, and write **F** for **Fact** or **O** for **Opinion** next to each.

______ **1.** The program is very generous.

______ **2.** Everyone should participate.

______ **3.** The company is offering five types of incentives during the next six months.

______ **4.** Those who increase their production by 7% will receive two paid vacation days.

______ **5.** These last three incentives are obviously the most desirable.

______ **6.** This is a great opportunity.

Lesson 3

Think About It: Identify the Main Idea and Details

The **main idea** is the central thought or meaning of a passage—what the passage is all about. **Details** are facts, examples, or reasons that support or explain the main idea. A well-written article will have an overall main idea for each section and a main idea for each paragraph as well.

A. Read the article. Look for main ideas and details in the paragraphs.

How to Upgrade Your Job Skills [redacted]

Many companies hire only people who already have the skills needed for a job. For example, trucking companies need to hire people who already are licensed to drive a truck. Offices need secretaries who know how to use computers.

One way a job seeker can learn job skills is at a vocational school. Vocational schools offer training in many areas—auto mechanics, truck driving, cooking, and computer operation, to name a few. Students have to pay to attend vocational schools, however, and the cost can be high.

Another way to obtain job skills is to get a job with a company that has training programs for its workers. Some companies hire trainees at a low salary and then provide them with training. If a trainee doesn't work out, the company has made a minimal investment. If the trainee does work out, the company has a well-trained employee.

Employers are often willing to invest in their employees' job skills. Many employers will pay for outside training courses for valuable workers. Others will train them on the job. Either way, workers have a chance to advance to better jobs within the company.

B. Reread each paragraph, and underline its main idea. Then find *two* details—facts, examples, or reasons—used to support the main idea and write them below.

1. Underline the main idea in paragraph 1. Write two details.

a. ____________________

b. ____________________

2. Underline the main idea in paragraph 2. Write two details.

a. ____________________

b. ____________________

3. Underline the main idea in paragraph 3. Write two details.

a. ____________________

b. ____________________

4. Underline the main idea in paragraph 4. Write two details.

a. ____________________

b. ____________________

C. Answer the question.

5. Which statement best tells the main idea of the article?

(1) Vocational schools teach many kinds of job skills.
(2) Some companies have training programs for their employees.
(3) There are different ways to get the job skills you need.
(4) Students have to pay to learn job skills.

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Writing Skills Practice:

Subject-Verb Agreement with *be* and *have*

The verbs *be* and *have* must **agree** with their subjects. Follow these rules to choose the correct form of these verbs:

1. The present tense of the verb *be* has three forms: **I *am*, he, she,** or **it *is*,** and **we, you,** or **they *are*.**
2. The past tense of *be* has two forms: **I, he, she,** or **it *was*** and **we, you,** or **they *were*.**
3. The present tense of *have* has two forms: **I, you, we,** or **they *have*** and **he, she,** or **it *has*.**
4. The past tense of *have* has only one form: ***had*.**

Copy the paragraph below, making all the verbs agree with their subjects.

David have finally gotten a job he really loves. He have a hard time finding a job. He were looking for three months before he got this job at the Ashland Garage. He be so happy that he goes there early every day to arrange his tools and stays late to clean them. His bosses is happy with his work too. In fact, they has promised to give him a raise in only three more months if he keeps up the good work. I were sure he were going to do well. I is almost as happy as David are.

Reading and Writing Practice

A. Read the story.

Theo's New Job

Theo liked his new job at the Silvan Company, and he felt that his first month there had gone well. His supervisor had complimented him several times on his work. "As long as I follow my training instructions, I'll be in good shape," Theo thought.

The Silvan Company made dairy products like cottage cheese and sour cream. The company took special pride in its line of fat-free products. "The best your money can buy!" its ads boasted. "100% fat free! None fresher or better-tasting anywhere."

Theo's job was to answer customers' phone calls. Sometimes a customer had a simple question, such as, "Is it safe to eat yogurt after the selling date marked on the carton?" Other times the question was about nutrients in the food or methods of food processing. Theo looked in a special company guidebook to answer those questions.

Then there were the complaints. They were the hardest to handle. Theo's guidebook gave specific instructions on how to handle complaints. It also pointed out that the company's reputation was as important as its product.

That day a customer called to complain that a carton of cottage cheese she had bought was not even half full. Theo explained that once in a while the filling tube jams. Then a quality-control worker removes any incorrectly filled cartons. Before Theo could add that sometimes the worker misses a carton, the customer snapped at him, "Then how do you explain the carton I got? Is that how your company does business—by ripping off its customers? You've got a lot of nerve."

Theo wanted to yell right back at the woman. "Look, lady," he started to say. Then he stopped himself. He remembered the guidebook instructions on handling complaints. So he said, "I can understand how you'd be angry. I would be, too. Mistakes sometimes happen, even with the best quality-control system. I'd be happy to send you a coupon for a free carton of cottage cheese to make up for our mistake. Please accept our apologies."

The woman did accept. "Phew!" Theo said as he hung up the phone. Then he saw his supervisor approaching.

"I was monitoring your call," his supervisor said. "Good work! That woman was rude to you. But you followed the guidebook and got her to accept a coupon and our apology. You'll do just fine in this job, Theo."

"Thanks," Theo said to his supervisor. And to himself he said, "All right!"

B. Answer these questions.

1. What caused Theo to think his job was going well?
(1) He liked the job.
(2) His supervisor had complimented him.
(3) He had training instructions.
(4) He worked there for a month.

2. Which statement in the company's ads is a fact?
(1) best your money can buy
(2) 100% fat free
(3) none fresher
(4) none better tasting

3. Which question would cause Theo to look in his guidebook for the answer?
(1) "How much protein is in a cup of yogurt?"
(2) "Will you replace milk that was sour when I bought it?"
(3) "What is the 'sell by' date printed on a sour cream carton?"
(4) "Why does the store always run out of cottage cheese?"

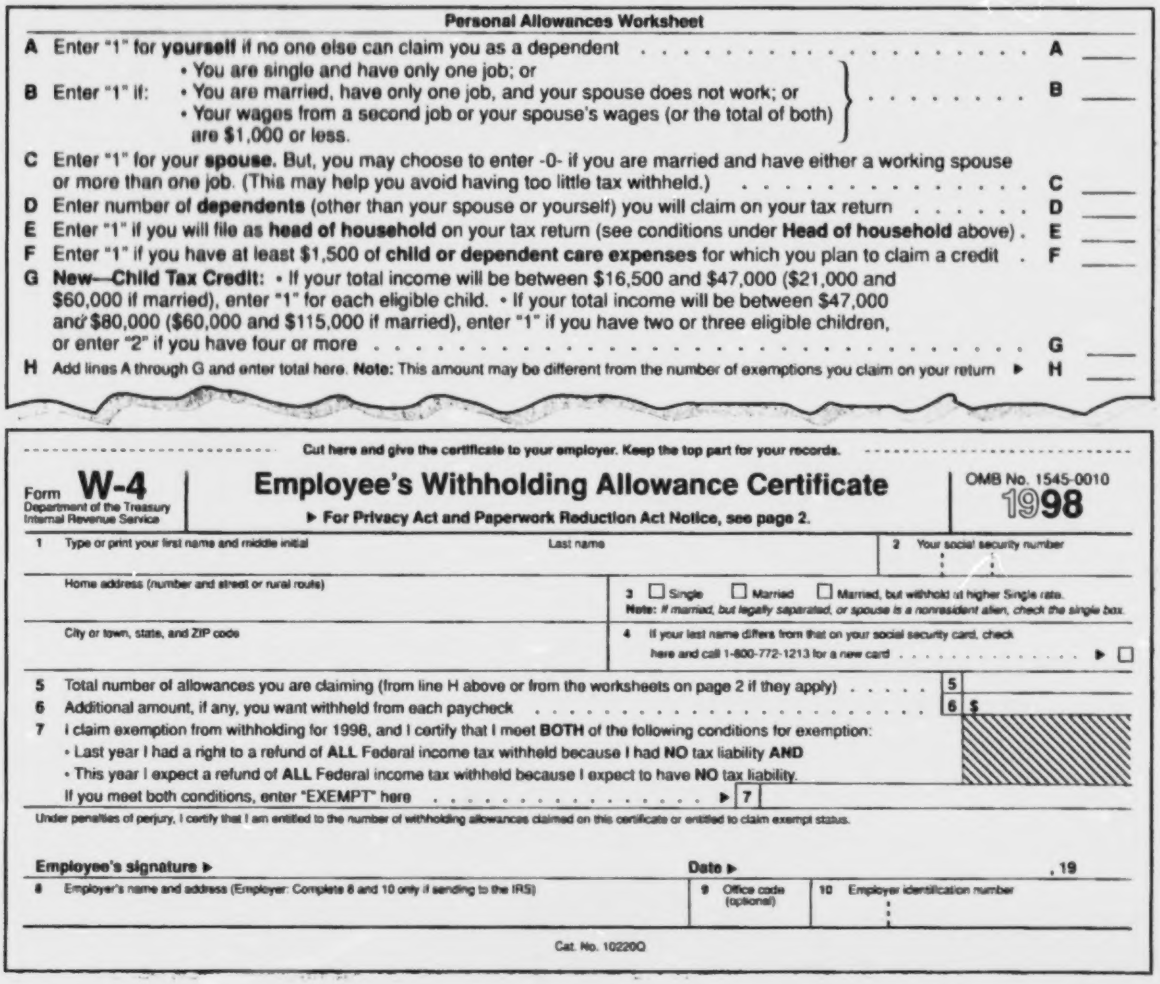
4. What effect did the complaining customer have on Theo when she snapped at him?
(1) He felt sorry for her.
(2) He started to become angry himself.
(3) He thought she was silly.
(4) He wanted to help her.

5. Which of the following statements by the supervisor is an opinion?
(1) "I was monitoring your call."
(2) "You followed the guidebook."
(3) "You got her to accept a coupon and our apology."
(4) "You'll do just fine in this job."

C. Life Skill Practice Read the paragraphs and the form below.

When you are employed by someone, your employer sends some of your wages or salary to the Internal Revenue Service (IRS) to pay your income tax. This amount is called your withholding allowance. To let your employer know how much money to send, you must complete a Form W-4. This form and part of the work sheet that goes with it are shown below.

Complete the part of the work sheet that is shown. Note that "dependent" means a person you support. Then fill in lines 1–7 on Form W-4. You may keep this form private, if you wish.



Personal Allowances Worksheet

A Enter "1" for **yourself** if no one else can claim you as a dependent . . . . A

B Enter "1" if:
- You are single and have only one job; or
- You are married, have only one job, and your spouse does not work; or
- Your wages from a second job or your spouse's wages (or the total of both) are $1,000 or less.

. . . . B

C Enter "1" for your **spouse.** But, you may choose to enter -0- if you are married and have either a working spouse or more than one job. (This may help you avoid having too little tax withheld.) C

D Enter number of **dependents** (other than your spouse or yourself) you will claim on your tax return . . . . . . D

E Enter "1" if you will file as **head of household** on your tax return (see conditions under **Head of household** above) . E

F Enter "1" if you have at least $1,500 of **child or dependent care expenses** for which you plan to claim a credit . F

G **New—Child Tax Credit:** • If your total income will be between $16,500 and $47,000 ($21,000 and $60,000 if married), enter "1" for each eligible child. • If your total income will be between $47,000 and $80,000 ($60,000 and $115,000 if married), enter "1" if you have two or three eligible children, or enter "2" if you have four or more . . . . G

H Add lines A through G and enter total here. **Note:** This amount may be different from the number of exemptions you claim on your return ▶ H

Cut here and give the certificate to your employer. Keep the top part for your records.

Form **W-4**
Department of the Treasury
Internal Revenue Service

Employee's Withholding Allowance Certificate

▶ **For Privacy Act and Paperwork Reduction Act Notice, see page 2.**

OMB No. 1545-0010
1998

1 Type or print your first name and middle initial — Last name

2 Your social security number

Home address (number and street or rural route)

3 ☐ Single ☐ Married ☐ Married, but withhold at higher Single rate.
Note: *If married, but legally separated, or spouse is a nonresident alien, check the single box.*

City or town, state, and ZIP code

4 If your last name differs from that on your social security card, check here and call 1-800-772-1213 for a new card . . . . ▶ ☐

5 Total number of allowances you are claiming (from line H above or from the worksheets on page 2 if they apply) 5

6 Additional amount, if any, you want withheld from each paycheck . . . . 6 $

7 I claim exemption from withholding for 1998, and I certify that I meet **BOTH** of the following conditions for exemption:
- Last year I had a right to a refund of **ALL** Federal income tax withheld because I had **NO** tax liability **AND**
- This year I expect a refund of **ALL** Federal income tax withheld because I expect to have **NO** tax liability.

If you meet both conditions, enter "EXEMPT" here . . . . ▶ 7

Under penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate or entitled to claim exempt status.

Employee's signature ▶ **Date ▶** , 19

8 Employer's name and address (Employer: Complete 8 and 10 only if sending to the IRS)

9 Office code (optional)

10 Employer identification number

Cat. No. 10220Q

D. More Writing Skills Practice Copy the sentences, making the verbs agree with their subjects. Write *correct* if the subject and verb already agree.

1. Mark have done well in his job at the newspaper.
2. He are training to be a pressman.
3. His supervisor has a high opinion of Mark's work.
4. He have been assisting the press crew on the night shift.
5. They was glad for his help because one of the crew were out sick.
6. Other workers has asked for Mark to help on their presses.

____

____

____

____

____

____

7. The Willis Company have started a "Job Success" program.
8. The program is open to all employees of the company.
9. New employees is encouraged to take part.
10. The program were planned by the long-term employees.
11. They has always helped to train newer workers.
12. Maggie and I am going to sign up for the program.

____

____

____

____

____

____

Lesson 4

Think About It: Identify Theme

> The **theme** of a story is the message or major idea the author is expressing about the topic. It is a general message about life the writer wants to communicate.

A. Read the story. Think about the theme that is revealed through the characters' actions and other details.

Janice's Daughter

Janice often worried about her daughter. Even when Marcy was a little girl, she seemed to have adult-sized ideas. Marcy was always standing up for other children when someone was picking on them. In kindergarten, Marcy had protected another child from a bully. The bully reacted by pushing Marcy, but Marcy held her ground and the bully backed off.

When Marcy was 10 years old, she stood up for a new boy in school against five children who were making fun of him. The teacher later told Janice that Marcy had shouted at them, "Leave him alone. You have no *right* to treat him that way." By the end of the day, the children were playing with the new boy as if nothing had happened.

When Marcy was 14, there was a very shy girl in her class. Marcy invited her home for a Friday night sleep-over. Nobody else had ever invited that girl. The following Monday, the other girls in their class teased Marcy. She came home upset and near tears. Janice knew that being popular was so important to high school kids. And she remembered how cruel some high school girls could be. Janice worried that Marcy would now be abandoned by her friends—or become more like them. But the next Friday Marcy went to a sleep-over at one of their homes. So did the shy girl.

One evening when Marcy was in community college, Janice received a phone call from the police station. It was Marcy. She had been arrested along with several members of a group she belonged to. They had been demonstrating for the rights of migrant farm workers. The group wanted farm owners to stop spraying crops with chemicals that made the crop pickers sick. The protesters had "accidentally" marched onto the property of a wealthy farmer and been arrested for criminal trespass. Marcy wanted to know if Janice could come and bail her out.

Now, a few years later, here was Janice sitting with other parents. And there was Marcy, up on a platform, receiving her law degree. A new job was waiting for her. Marcy was going to be a public defender. She would represent people who had been arrested but could not pay for a lawyer themselves. "Maybe it's time I stopped worrying about her," Janice thought proudly.

B. Answer each question about theme.

1. State the theme of the story "Janice's Daughter" by finishing this sentence in your own words.

The theme of "Janice's Daughter" is ______________________________

____

2. Write five things that Marcy did that illustrate the theme.

a. ____

____

b. ____

____

c. ____

____

d. ____

____

e. ____

____

▶ Lesson 5

Think About It: Compare and Contrast

When you **compare** things, you look for how they are alike. When you **contrast** them, you notice how they are different.

A. Read the article. Think about how the two leaders are alike and how they are different.

Two National Leaders

James Earl ("Jimmy") Carter was born in 1924 in Plains, Georgia. After graduating from the U.S. Naval Academy, he served in the Navy from 1946 until his father died in 1953. Then he returned to Georgia to run the family farm. He entered politics in 1962 as a state senator and then was governor of Georgia from 1971 to 1976. In 1976 he was elected president of the U.S.

As president, Carter faced economic problems in the U.S. and increasing tension between the U.S. and the Soviet Union abroad. Despite those problems, he has been credited with several achievements in foreign affairs. These included establishing relations between the U.S. and China and helping to bring about a peace treaty between Egypt and Israel. Throughout his presidency, Carter made human rights a basis for U.S. foreign policy and worked for peace and justice in the world.

As the 1980 elections approached, there was high inflation at home and a crisis in Iran. Militant Iranians had taken over the U.S. embassy and were holding Americans hostage. As public confidence in him faded, Jimmy Carter lost his bid for reelection.

In retirement, Carter has worked for international peace and human rights, conducting peace negotiations and monitoring elections in developing countries. He has won the respect and gratitude of people around the world.

Corazon ("Cory") Aquino was born in the Philippines in 1933. She was educated in the Philippines and in the U.S. In 1954 she married Benigno Aquino, Jr., and became a housewife and mother.

Her husband was the chief opponent of Philippine President Ferdinand Marcos. In 1972, Marcos declared martial law, suspending human rights, and threw Benigno Aquino and other opponents into prison. For nearly eight years, Cory Aquino campaigned for her husband's release. He was freed in 1980, but he continued to oppose Marcos until, in 1983, he was assassinated. Most Filipinos, including Cory Aquino, blamed the Marcos regime for his murder.

Cory became a leader of the movement to restore human rights, and in 1986 she ran against Marcos for president. Fraud and cheating by Marcos's supporters marked the election. When Marcos was declared the winner, a million Filipinos took to the streets in what became known as the "People Power Revolution." Marcos fled the country, and in February 1986, Corazon Aquino became the first woman president of the Philippines.

As president, Aquino inherited serious economic problems. She also had to deal with several attempts by military rebels to overthrow her government. Each time she prevailed, and gradually the nation became more stable and more rights were restored.

Limited by law to one six-year term, Aquino left office in 1992. Since then, she has worked for human rights at home and abroad and has received honors and awards all over the world.

B. Answer the questions.

1. Write two ways in which Jimmy Carter and Cory Aquino are alike.

____

____

2. Write two ways in which they are different.

Carter: ______________________________________

____

Aquino: ______________________________________

____

Lesson 6

Think About It: Identify the Main Idea and Details

The **main idea** of a piece of writing is its most important point. The **supporting details** give facts, examples, or reasons to support or explain the main idea.

A. Read the following article. Look for main ideas and supporting details.

How Should We Treat Animals?

Some people believe that humans should not treat animals like property. They oppose human use of animals for cosmetic testing and medical research. They refuse to wear animal fur. They oppose hunting, and some even oppose using animals for food.

On the opposite side are people who believe animals are things. They think humans should use animals in any way they want.

Most people, however, take some middle position. They may agree that animals should not be mistreated or harmed needlessly. But they may also support using animals in medical research. They may see nothing wrong with humane hunting. And most accept using animals for food.

B. Answer each question.

1. What is the main idea of the first paragraph?
2. List two facts, reasons, or examples that support that main idea.
3. What is the main idea of the last paragraph?
4. List two facts, reasons, or examples that support that main idea.
5. What is the main idea of the entire piece?

Writing Skills Practice: **Commas in Compound Sentences**

Use a comma to separate the simple sentences in a **compound sentence,** but do not use a comma in a compound subject or compound verb.

1. **Compound sentences.** A compound sentence has two parts. Each part is a complete thought and has its own subject and verb. You join the two parts with a connecting word like *and, or, but, yet,* or *so*. Use a comma *before* the connecting word.
2. **Compound subjects and verbs.** Two subjects joined with the word *and* make a compound subject. Two verbs joined with *and* make a compound verb. Do not use a comma before *and* in a compound subject or verb.

In the following paragraph, add commas where necessary.

My children and I often watch television together. First I read a show's ratings or I ask friends for their opinion. Sometimes I just check the ratings and then let the children watch a show by themselves. My children and their friends want to watch everything on television. I try to be open-minded yet some shows are just not appropriate for them. Violence and adult language usually make me veto a show. The children beg and plead for certain shows. I may not allow them to watch a show but I always give them the reason. The ratings are printed so the children accept my explanation. Parents should unite and protest violent television shows. We should stand up for good programs and the networks should listen to us. We owe that to our own children and to all our young people.

Reading and Writing Practice

A. Read the speech.

How Hard Was Your Day?

Many of you educators in this room have worked with physically disabled youngsters. I'm sure that you were both sensitive and caring with them. But do you know how those youngsters felt—really felt—all day long as they struggled to do what the rest of you do so easily and take for granted? Probably not. It is difficult for the able to truly understand what life is like for the disabled. As an example, I ask you to imagine what it's like to use a wheelchair, as I do.

Have you ever needed a box on a high shelf that was just out of reach? You know how frustrated you feel at first. But you can jump and knock it down, or you can get a step stool and climb up. You can usually find a way. Your frustration ends shortly. But try to reach that box from a sitting position. You can't jump up. You can't go get a stool or even stand up. *Now* figure out a way to get to that box. You're beginning to understand the struggle of being physically disabled.

Daily life for the disabled is like a series of boxes on high shelves just out of reach. We usually manage to reach those boxes, but in ways more difficult and time-consuming than your ways. For example, take a simple shopping trip. *You* cross the street and step up on the curb. *We* cross the street and hope to find a ramp on the other side. Sometimes we do not find it. If we're in a wheelchair, we have to spend more time just to get places. We also spend more energy and get extra tired.

Now imagine that we have reached our destination. *You* walk through any doorway. *We* may have to circle the building to find a ramp and a self-opening door. Once we're in a store, we cannot go up and down any aisle as you can. There are many special displays that partially block the aisles. And what about the restroom? *You* locate one and use any vacant stall. But *we* must find a restroom with a wheelchair-accessible stall. All day we spend more time and energy on simple tasks.

Suppose we want to take a bus home? *You* go to a bus stop and wait for a bus. *We* need to know where the special bus service stops and how often it runs. Obviously, we had to plan this part of the day before we started out, to know where and when to go to catch the bus.

As you can see, both of us—able and disabled—accomplished what we set out to do. But *our* day is a series of minor—

and sometimes major—physical struggles. My intent is not to make you feel sorry for us. I simply want to open your eyes just a little more to the daily struggles of the disabled. And I want to urge you to help us get the tools we need—accessible buildings, restrooms, public transportation, and the like—to make our days less of a struggle. Stand up for those who cannot stand up themselves. Thank you.

B. Answer these questions based on the information from the speech.

1. What is the theme of this speech?
(1) the ignorance of teachers about the disabled
(2) the need for ramps for the disabled
(3) the right of disabled people to be accepted
(4) the daily struggle of disabled people

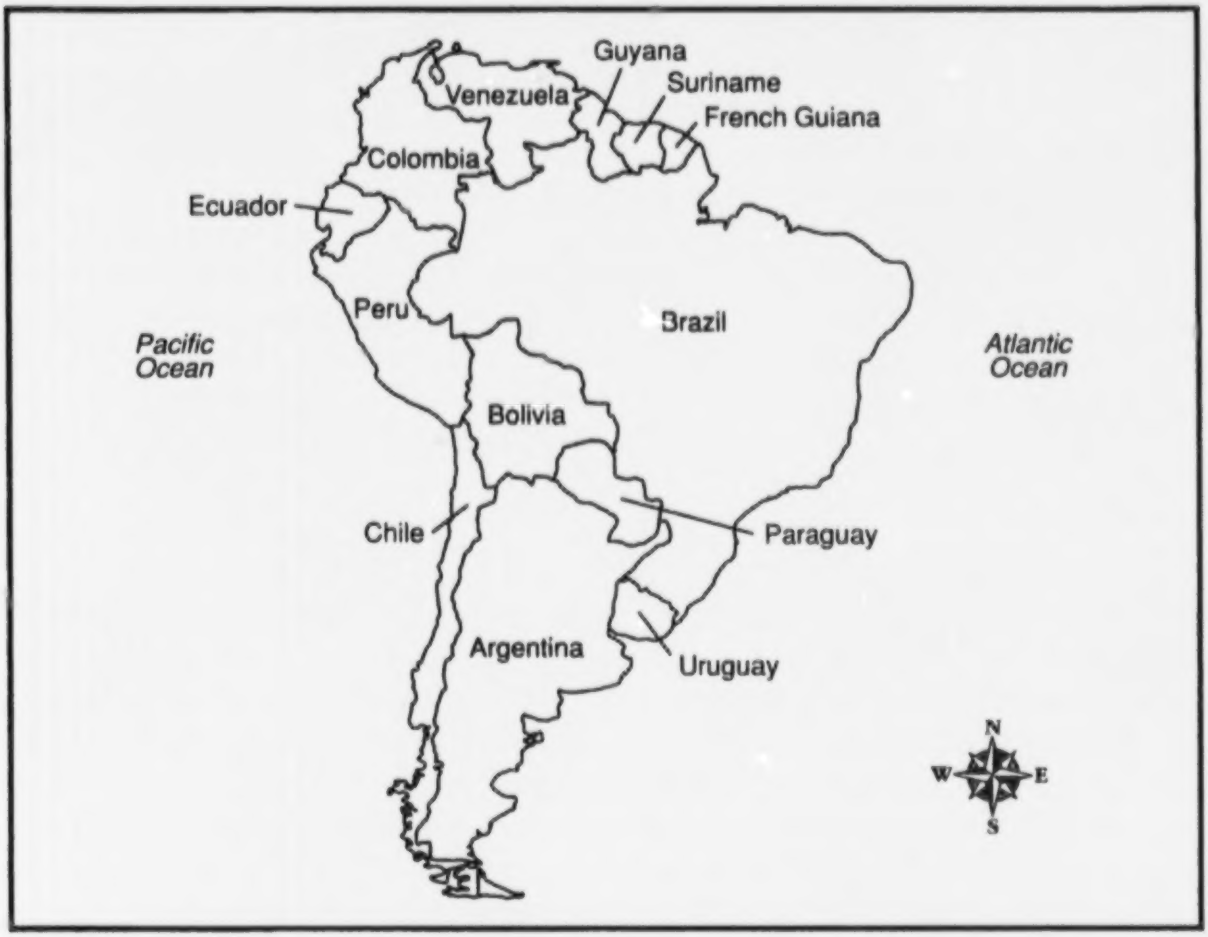
2. Which statement from the speech illustrates the theme?
(1) "Many of you . . . have worked with physically disabled youngsters."
(2) "Daily life for the disabled is like a series of boxes on high shelves just out of reach."
(3) "*You* cross the street and step up on the curb."
(4) "My intent was not to make you feel sorry for us."

3. What is the main idea of the first paragraph of this speech?
(1) Teachers do not truly know how disabled youngsters feel.
(2) Teachers are sensitive and caring toward disabled youngsters.
(3) Many teachers work with disabled youngsters.
(4) Teachers are not usually physically disabled themselves.

4. According to the speech, disabled and nondisabled people are alike because
(1) both have struggles
(2) both share feelings
(3) both can get things done
(4) both have the same kind of frustrations

5. What is one way that a disabled person's day is generally different from a nondisabled person's day?
(1) A disabled person is usually not on time.
(2) A disabled person spends more time and energy.
(3) A nondisabled person goes more places.
(4) A nondisabled person works harder.

C. Life Skill Practice Read the map of South America below. Then answer the questions.


Guyana
Suriname
French Guiana
Venezuela
Colombia
Ecuador
Peru
Brazil
Pacific Ocean
Atlantic Ocean
Bolivia
Chile
Paraguay
Argentina
Uruguay
N
W
E
S

1. What is the largest country in South America? ____________________

2. What country lies west of Argentina? ____________________

3. What body of water is west of South America? ____________________

4. What body of water is east of South America? ____________________

5. What five countries border the country of Peru? ____________________

____

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D. More Writing Skills Practice Copy the following paragraphs, adding commas where they are needed.

Rosa Parks cut and sewed cloth all day long. She was tired and she wanted to go home. Parks decided to ride the bus and sit down. There was an empty seat in the middle of the bus so Parks sat there. White and black people weren't allowed to sit together on buses. Whites were supposed to sit in the front and blacks were supposed to sit in the back.

A white man got on the bus and saw that the rest of the seats were full. He wanted to sit down so he told Parks to move. The law was on his side but she said no. Police took her off the bus but that's not the end of the story. Black people thought the law was unfair so they stopped riding the buses. The bus company lost a lot of money and the law was eventually changed. Rosa Parks had taken a stand by keeping her seat.

Lesson 7

Think About It: Make Inferences

When you **make inferences,** you use your own experience and knowledge to understand ideas that aren't stated in words.

A. Read the dialogues. Think about inferences that you might make.

In this scene, Elaine Marshall has come out of surgery and is lying in a hospital bed with large casts on both legs. She has been in a terrible car accident. She was the passenger. The driver, her best friend Desiree, was killed in the accident. Elaine does not know about her friend's death. Her nurse, Ms. Lee, is standing near her bed.

MS. LEE: Hello, Miss Marshall. I'm glad you're awake. Can you hear me?

ELAINE: Oh-h-h. Where am I? Who are you?

MS. LEE: You're in the hospital, and I'm Ms. Lee, your nurse. Can you wiggle your toes for me?

ELAINE: (*wiggling one toe with difficulty*) How's that?

MS. LEE: Very good! You're very alert. You're coming along well.

ELAINE: Oh, yeah . . . But . . . How . . . what . . .

MS. LEE: (*adjusting a pillow under a cast*) Does this help?

ELAINE: Thanks. That does feel better.

MS. LEE: Tell me if you want something.

ELAINE: Thanks. Can I have some water?

MS. LEE: (*giving Elaine a sip of water*) Anything else?

ELAINE: I just want to know . . . what was I doing . . . I mean, before . . . before *this.* (*pointing to her casts*)

MS. LEE: (*adding pain medication to Elaine's IV tube*) Don't worry about anything now. You're going to be OK. We're going to take good care of you.

ELAINE: (*starting to go back to sleep*) I feel woozy. I remember . . . car . . . spinning . . . Des . . . .

MS. LEE: (*leaving the room, very softly*) Poor thing.

Scene changes to nurses' station. Dr. Filer is writing on a patient's chart as Ms. Lee approaches.

MS. LEE: Dr. Filer, the patient in 21B has awakened. I gave her morphine for the pain. She'll wake again in a few hours.

DOCTOR: How are her blood pressure, temperature, and pulse?

MS. LEE: All normal.

DOCTOR: Have the parents been notified?

MS. LEE: Not yet. We're still trying to reach them.

DOCTOR: OK. I'll check her tomorrow.

MS. LEE: Um, Doctor, she doesn't know about her friend. She's already asked about her.

DOCTOR: I'll talk with her tomorrow.

MS. LEE: But she'll be awake again tonight. And she's already worrying. She even said the girl's name.

DOCTOR: I don't have any more time today. She'll have to wait.

MS. LEE: (*tightening her mouth*) Yes, Doctor.

B. Check each inference that can reasonably be made from the dialogues.

______ **1.** Elaine was in a two-car accident.

______ **2.** Elaine's legs were injured in the accident.

______ **3.** When she first wakes up, Elaine remembers the accident.

______ **4.** Desiree wasn't a very good driver.

______ **5.** Ms. Lee is sympathetic toward Elaine.

______ **6.** The pain medication puts Elaine to sleep.

______ **7.** Ms. Lee's orders do not include telling Elaine what happened.

______ **8.** Elaine's parents know about the accident.

______ **9.** Dr. Filer will tell Elaine about Desiree tomorrow.

______ **10.** Ms. Lee approves of Dr. Filer's decision to wait until the next day.

______ **11.** Dr. Filer cares more about Elaine's feelings than Ms. Lee does.

______ **12.** Elaine will probably survive the accident.

Lesson 8

Think About It: Identify Theme

A story's **theme** is its general message about life. The theme can be stated directly, or it can be revealed through the actions and attitudes of the characters and by the events in the plot.

A. Read the story. Think about the theme when you read about the characters and the events.

The Prodigal Son [redacted]

Once there was a rich man who had two sons. One day the younger son said to his father, "Father, give me the share of your property that I will inherit. I want it now." So the father divided up his property between the two sons and gave the younger son the money that would be his inheritance.

Not many days later, the younger son took his fortune and left. He spent wild days and nights drinking and gambling and lost all his money. Soon he was poor, hungry, and homeless. Then he thought of his father's house and how well his father's servants and workers were treated. So he said to himself, "I will go back to my father and tell him how sorry I am. I am no longer worthy to be called his son, but I will ask to work for him in his fields." And he set off for his father's home.

When he was drawing near to his father's house, his father saw him and ran out to meet him. The father threw his arms around his son and hugged and kissed him. The son told him how sorry he was and asked to be hired as a worker, but the father instead ordered a huge feast to be given. He gave his son fine clothes and jewelry to wear, and everyone in the household celebrated the son's return.

All except the older son. He was out working, and when he returned and found the celebration, he protested to his father. "I have stayed with you and worked for you, yet you have never given a feast in my honor. But when my brother comes home, who turned his back on you, you honor him."

And the father told him, "You have been with me always, and all that is mine has always been yours. But it is as if your brother died and then returned from the dead. And for that, we must all be happy."

B. Answer each question about theme.

1. What is the theme of "The Prodigal Son"?

(1) the love between two brothers
(2) the evils of drinking and gambling
(3) the power of a father's love
(4) the celebration of life

2. Check each excerpt from the story that helps reveal the theme.

______ **a.** "Once there was a rich man who had two sons."

______ **b.** ". . . the father divided up his property between the two sons and gave the younger son the money that would be his inheritance."

______ **c.** "He spent wild days and nights drinking and gambling and lost all his money."

______ **d.** "So he said to himself, 'I will go back to my father and tell him how sorry I am. I am no longer worthy to be called his son, but I will ask to work for him. . . .'"

______ **e.** ". . . his father saw him and ran out to meet him. The father threw his arms around his son and hugged and kissed him."

______ **f.** ". . . the father instead ordered a huge feast to be given. He gave his son fine clothes and jewelry to wear, and everyone in the household celebrated the son's return."

______ **g.** ". . . when he returned and found the celebration, he protested to his father."

______ **h.** "And the father told him, 'You have been with me always, and all that is mine has always been yours.'"

______ **i.** "'But it is as if your brother died and then returned from the dead. And for that, we must all be happy.'"

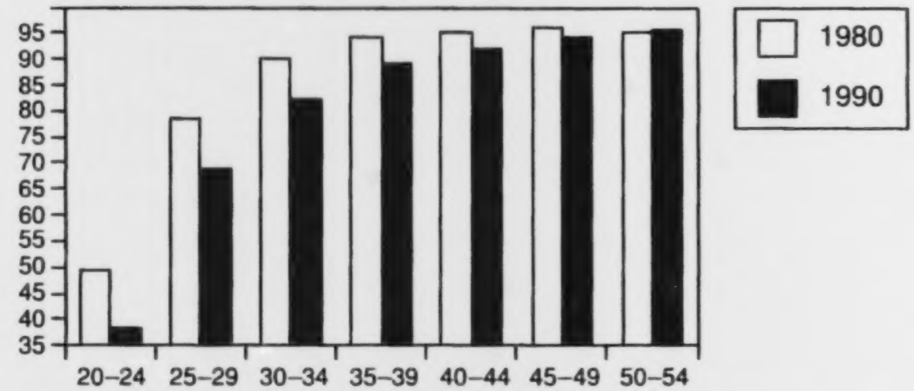
Lesson 9

Think About It: Identify Facts and Opinions

A **fact** is a statement that can be shown to be true, and an **opinion** is a statement of belief, a guess, or a prediction.

A. Read the double bar graph.

Percent of U.S. Women Who Have Married, by Age: 1980 and 1990



Source: *Statistical Abstract of the United States* 1996

B. Each statement below has to do with the bar graph. Write **F** for **Fact** or **O** for **Opinion** next to each one.

_____ **1.** A smaller percentage of women aged 20–24 had married in 1990 than in 1980.

_____ **2.** Women sometimes wait too long to get married.

_____ **3.** In 1980, a larger percentage of women had married by the time they were 29 than in 1990.

_____ **4.** Women aren't as eager to be married as they used to be.

_____ **5.** In 1980, 90 percent of women 34 years old had been married.

_____ **6.** By the time they were 54 years old, more than 95 percent of women had been married in both years.

_____ **7.** More women should marry younger as they used to.

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Writing Skills Practice: Writing Complex Sentences

A **complex sentence** has two parts, each with its own subject and verb. The **independent clause,** a complete thought, can stand alone. The **dependent clause** begins with a connecting word and cannot stand alone. Follow these rules:

1. If you put the dependent clause first, put a comma after it. If you put the independent clause first, do not put a comma after it.
2. Use a logical connecting word or phrase before the dependent clause. Some connecting words are *before, after, when, while, as, since, as soon as, by the time, if, unless, because, although, even though, while.*

Add a connecting word or phrase to each complex sentence below. Add a comma where necessary. Then rewrite the sentence, putting the second clause first.

1. __________ families do not always get along they usually love each other.

2. __________ they sometimes fight they forgive and forget.

3. They get over their fights quickly __________ they have a common bond.

4. __________ they are close in age that bond may be very strong.

5. __________ they are adults they have many memories to share.

Reading and Writing Practice

A. Read the article.

A Very Special Family

The Jeffries boys and girls know what it takes to be a family. They should. The oldest was 15 and the youngest was 3 when the nine brothers and sisters were left to survive on their own in a Philadelphia ghetto. They raised themselves and stayed together as a family, even though their parents were both lost—their father to drugs, and their mother to mental illness.

Twenty years later, the six oldest Jeffries children all had attended college, and five had earned degrees. The three youngest expect to attend college too.

How did they do it? They knew they could survive only as a family, and they all had one special goal: to become educated. Before their father surrendered to drugs and despair, he had instilled in them the belief that getting an education was the way to get out of poverty.

On their own, the older children took jobs in order to pay the rent and buy food and thrift-shop clothes. They even started their own janitorial business. They also took responsibility for making sure the younger children did well in school. As much as possible, they tried to keep their mother living with them instead of in a mental institution.

Sometimes other people helped the children. At the age of 13, one of the Jeffries boys applied for an adult's job at a social service center. The woman at the center thought it was a joke at first. Then she realized that he was serious, so the center gave him some work. He learned later that the employees at the center had each been giving a few dollars to pay his wages. Another time, the children found bags of groceries on their porch on Thanksgiving Day. They never did find out who left the food for them.

Most of the time, however, the Jeffries children struggled with not enough food and no heat or electricity because they didn't have money to pay the bills. The time came when they couldn't pay the rent, so they had to make other living arrangements for the younger children. Through it all, though, they kept their sights on helping each other and getting an education. They never stopped trying to achieve their father's vision of education as the way to escape poverty. Their success speaks for itself.

B. Answer these questions.

1. What is the theme of this story?
(1) the misery of poverty
(2) the strength of a family
(3) the need to stay in school
(4) the destruction of drugs and mental illness

2. What can you infer about Mr. and Mrs. Jeffries?
(1) They were highly educated themselves.
(2) They did not want to help their children.
(3) They gave their children a sense of family loyalty and responsibility.
(4) They never saw their children again.

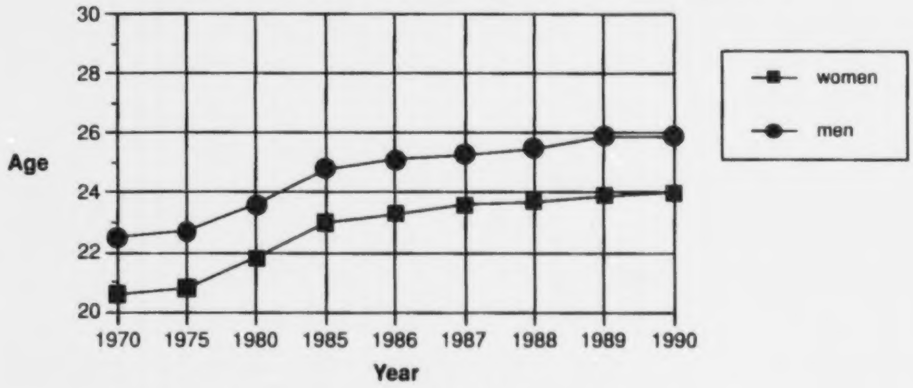
3. What can you infer about the Jeffries children?
(1) They were good students.
(2) They were angry at their mother and father.
(3) They never did drugs.
(4) They were very much like other poor families.

4. Which statement is an opinion?
(1) The father, Mr. Jeffries, was on drugs.
(2) Education is an important goal.
(3) The children worked after school.
(4) The family often didn't have enough money for food.

5. Which statement is a fact?
(1) Getting an education is the way to get out of poverty.
(2) Mr. and Mrs. Jeffries did not love their children.
(3) Children should not have to work to support a family.
(4) Five of the Jeffries children have college degrees.

C. Life Skill Practice The double line graph below deals with the ages at which men and women first marry. It shows **median** ages. The median is the number in the middle. For example, in 1970, half the men who married were older than 22 ½, and half the men were younger. Read the double line graph. Then answer the questions.

Median Age at First Marriage, by Sex: 1970 to 1990



Source: *Statistical Abstract of the United States* 1996

1. In 1990, the median age of men who married for the first time was about
(1) 24 (2) 25 (3) 26 (4) 27

2. In 1975, the median age of women who married for the first time was about
(1) 20 (2) 21 (3) 22 (4) 23

3. In general, the median age of first marriage for men is about how many years older than the median age of first marriage for women?
(1) 1 year (2) 2 years (3) 3 years (4) 4 years

4. Which of the following best describes the trend shown by the graph?
(1) Men and women are waiting longer to marry for the first time.
(2) Men are waiting longer to marry for the first time, but women are marrying younger and younger.
(3) Women are waiting longer to marry for the first time, but men are marrying younger and younger.
(4) Men and women are marrying for the first time younger and younger.

D. More Writing Skills Practice Copy the sentences, adding commas and connecting words to make complex sentences.

1. My daughter Kelly has a good relationship with her soccer coach __________ she is a team player.
2. __________ another player on the team is closer to the ball Kelly helps by blocking the other team.
3. __________ she never tries to hog the ball the other players trust her moves.
4. The coach appreciates her sharing style __________ he would like her to be more aggressive.
5. He always compliments Kelly __________ she helps her teammates.

____

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6. I always shop at the same grocery store __________ I like the people there.
7. __________ I can't find something they offer to help me.
8. __________ they are so helpful I get done very quickly.
9. They are ready to check my groceries __________ I get in line.
10. Shopping is a pleasure __________ they create good relationships with their customers.

____

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▶ Lesson 10

Think About It: Make Inferences

You **make inferences** when you read something and understand more than what is stated in words.

A. Read the biography. Make inferences as you read.

The Man Who Discovered Gravity

Sir Isaac Newton, the great scientist and mathematician, was born in England on Christmas Day, 1642. As a boy, he liked to build mechanical devices but disliked studying. And later, as a student at Cambridge University, he showed no outstanding talent.

When an outbreak of plague closed Cambridge in 1665, Newton returned to the family farm. One day, while sitting and thinking, he suddenly understood the law of gravity—the force that pulls all objects toward each other. Legend has it that the idea came to him when he saw an apple fall. However he reached the insight, it allowed Newton to explain what holds the universe together, why some things weigh more than others, and why planets stay in their orbits.

Between 1665 and 1667, Newton also explored light, color, and numbers, laying the groundwork for his great scientific contributions. Working with a prism, he discovered that white light is a mixture of light of different colors—the colors of a rainbow. His work with light led him to invent the reflecting telescope used in astronomy today. During the same period, he invented calculus, a new branch of mathematics.

Newton returned to Cambridge in 1668 and became a professor of mathematics there in 1669. He developed his theories while lecturing on the properties of light, mathematics, and astronomy. But Newton was a man who valued privacy and resented criticism, so he didn't publish his theories. His ideas remained almost unknown. Finally the astronomer Edmond Halley persuaded Newton to publish his work on gravity, with Halley paying the expenses. In 1687, Newton published the *Principia*

Mathematica, explaining his theory of gravity and the laws of motion. This work has been called "one of the most important single works" in the history of science. In 1704, Newton published *Optics,* describing his experiments with light and color, as well as the principles of calculus.

Because of his outstanding work in physics, mathematics, and astronomy, Newton has been called "one of the greatest names in the history of human thought." Newton died in 1727 at the age of 84.

B. Answer these questions about the biography that you just read.

1. What can you infer about how Newton discovered gravity?
  (1) He read about it in a book.
  (2) His professors at Cambridge taught him about it.
  (3) He had a sudden insight into the forces of nature.
  (4) It came to him when he saw an apple fall.

2. What can you infer about why Newton did not publish his discoveries right away?
  (1) He did not want to be at the center of attention.
  (2) He thought his discoveries were probably wrong.
  (3) He believed he could earn more money as a teacher.
  (4) He didn't want anyone else to study astronomy.

3. What can you infer about why Halley helped Newton publish his ideas?
  (1) He only wanted to help his friend.
  (2) He wanted other scientists to know about Newton's ideas.
  (3) He thought he could take credit for the ideas himself.
  (4) He wanted others to disprove Newton's ideas.

4. What kind of person can you infer Newton was?
  (1) an ordinary man like most people
  (2) a troublemaker who ignored the rules
  (3) an ambitious achiever
  (4) a man of genius who was a loner

Lesson 11

Think About It: Compare and Contrast

Comparing two things means looking for ways they are alike.
Contrasting them means noticing ways they are different.

A. Read the brief biography below.

The Man Who Wanted to Know [redacted]

Carl Sagan is one of the most famous U.S. astronomers. He was born in New York City in 1934 and received his Ph.D. from the University of Chicago in 1960. He taught at Harvard before becoming professor of astronomy and space studies at Cornell University in 1970.

Sagan's work ranged across many aspects of our solar system. One line of research led him to study the atmospheres and surfaces of the planets. Another interest was how life on Earth began. Sagan's work provided insight into how life could have started. In laboratory experiments, he showed how the building blocks of life could form.

Sagan wanted to know all there was to know about the universe, and he enjoyed communicating with people. He wrote hundreds of articles on a variety of subjects, and his books included *The Dragons of Eden, Broca's Brain, Pale Blue Dot,* and *The Demon-Haunted World.* His novel *Contact* was made into a movie in 1997.

Sagan may be best known for co-producing and narrating *Cosmos,* a popular, award-winning TV series about the universe. Through TV, he shared his insights, his enthusiasm, and his desire to learn about the universe with millions of viewers.

Sagan was especially excited by the possibility of life on other planets. He worked with other scientists on the *Mariner* and *Viking* spacecrafts, which explored planets in the solar system. He also helped create recorded messages about life on Earth that were placed on the *Voyager* spacecrafts, which were launched in the late 1970s. Although Dr. Sagan died in 1996, those messages are still traveling through space, toward distant stars, as the spacecrafts search for the answer to the question "Is there life elsewhere in the universe?"

B. Review the biography of Isaac Newton on pages 34–35. Then fill in the chart to compare and contrast Isaac Newton and Carl Sagan. List comparisons under the heading **Both.** List contrasts under each man's name.

Comparison and Contrast Between Newton and Sagan

Topic	Isaac Newton	Carl Sagan	Both
Areas of study			
Where each man taught			
Century each lived in			
Temperament			
One major title published			
Remembered for work on			

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Lesson 12

Think About It: Understand Cause-and-Effect Chains

A **cause** is the reason something happens. An **effect** is what happens—the result or outcome of the cause. When the effect of one action becomes the cause of the next action, the events are part of a **cause-and-effect chain.**

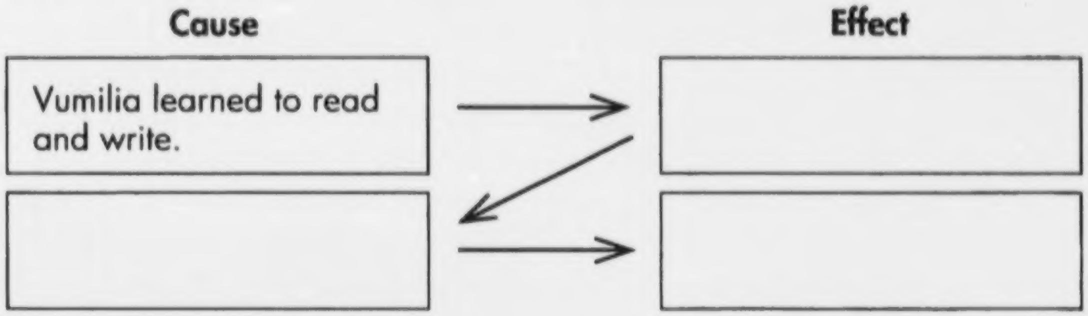
A. Read the article. Look for cause-and-effect chains.

Toward a Better Life

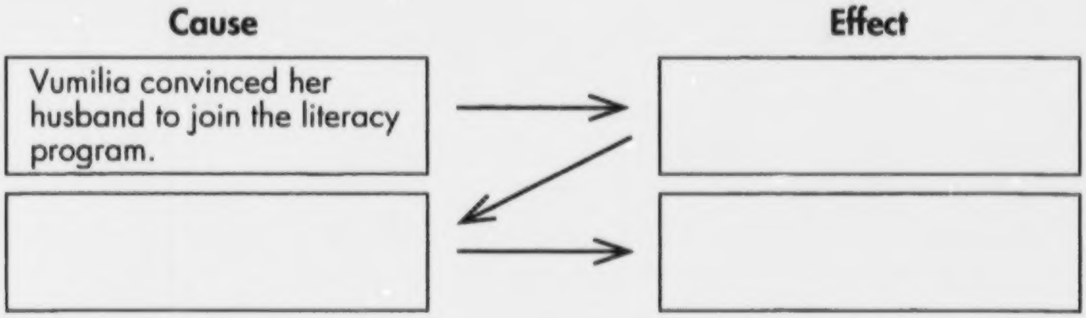
Vumilia Brevire lives in the Democratic Republic of Congo (formerly Zaire). A mother of seven, she was beaten by her father as a child and by her husband as an adult. She joined a literacy program and learned to read and write. She also learned about her legal rights. She began to demand respect from her husband and convinced him to attend the literacy classes. As he gained insight into his behavior, he changed it. Now Vumilia and her husband are the leaders of a corps of volunteers who work tirelessly to stop domestic violence in their community.

B. Complete the cause-and-effect chains.

1.


Cause
Effect
Vumilia learned to read and write.

2.


Cause
Effect
Vumilia convinced her husband to join the literacy program.

Writing Skills Practice: Correcting Pronoun Problems

A **pronoun** takes the place of a noun. When you use pronouns, follow these rules:

1. Use a subject pronoun in the **subject position** of a sentence, usually before the verb, telling who or what is doing the action.
2. Use an object pronoun in the **object position** of a sentence, usually after a verb or a preposition.
3. If a compound pronoun is in the subject position, use subject pronouns. If a compound pronoun is in the object position, use object pronouns.

Copy the sentences, choosing the correct pronouns in parentheses.

1. My wife Jeannie often seemed annoyed and criticized the kids and (I, me).
2. I loved (she, her), but (she and I, her and me) were heading for serious problems with our marriage.
3. About that time, Jeannie's parents invited (we, us) to have dinner with (they, them).
4. All evening long, Jeannie's mother was nice to (her and I, her and me), but she constantly criticized Jeannie's father.
5. "Poor Dad," Jeannie said later. "It always bothered (he and I, him and me) to have my mother talk to (he, him) that way."
6. "Now (you and I, you and me) have become just like (they, them)."
7. "From now on, please tell (I, me) when I'm acting like (she, her)."
8. "With pleasure," (I, me) said, and gave (she, her) a hug.

Reading and Writing Practice

A. Read the story.

Grandma's Problem

"Grandma doesn't make sense," worried Kim. "One minute she says one thing, and the next minute she says the opposite." Kim had been worrying about her grandmother for some time now. Her grandmother had been forgetting things for the past year. At first it was little things, like forgetting that she already had two loaves of bread and buying another. Her refrigerator was beginning to look like a storage cooler. Lately she had been forgetting bigger things. Last night she forgot that she had promised to baby-sit for Kim's children.

"I can change my schedule," thought Kim, "or I can find another person to baby-sit. I just wish Grandma wasn't so forgetful. I'm afraid she might hurt herself or forget to take her medicine."

Kim tried talking to her grandmother about her forgetfulness. "I'm worried about you, Grandma," she started. "You've been forgetting things lately."

"I'm fine! I don't forget things!" her grandmother replied. "What have I forgotten?" She acted upset.

"Well, you forgot to come to my house to baby-sit last night," answered Kim.

"I did not forget!" snapped her grandmother. "You didn't ask me to come last night!" Kim decided to try another example—she pointed out the many loaves of bread in her grandmother's refrigerator. "I need them!" was all her grandmother would say. And that was the end of the conversation. Kim could not convince her grandmother that she was getting forgetful.

Kim decided to talk to her doctor. Dr. Chu said that older people often became forgetful, but the problem was not always caused by old age. Kim's grandmother seemed to have difficulty thinking. "She does not reason as well as she used to," said Dr. Chu. "Her responses are now more childlike." He advised Kim to take her grandmother for tests. If her condition was caused by drugs or poor nutrition, it could be treated.

On her way home, Kim thought about her children. How would they deal with Grandma's forgetfulness? Kim wanted her two daughters to continue enjoying their great-grandmother. Grandma was a very important part of their family. But would the girls understand?

When she got home, the two girls were arguing as usual.

"That's *my* book!" insisted Anna.

"Is *not!*" Julie shot back.

"Is *too!* I had it before you were born."

"No, *I* had it before I was born!"

Kim smiled. She had heard these illogical arguments often. Suddenly a new idea struck her. "The girls don't always use good reasoning, but they still love to play together. And they still love each other. Not everything has to make sense to them. At least for now, they can continue to love being with their great-grandma, even though she doesn't always make sense. They will work it out among themselves!"

B. Answer these questions.

1. From the story, you can infer that Kim's grandmother is
(1) quite ill
(2) sensitive about her forgetfulness
(3) living with Kim's grandfather
(4) a good cook

2. The doctor compared Kim's grandmother's behavior with that of a child because both
(1) are not very intelligent
(2) like to argue
(3) have less reasoning ability than a typical adult
(4) are unable to help themselves

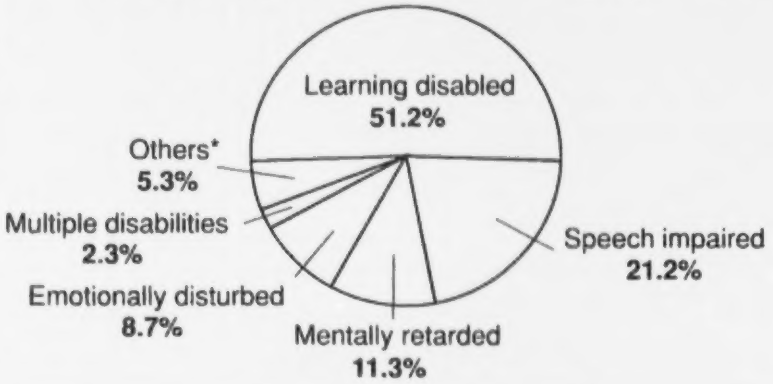
3. According to the doctor, Kim's grandmother's problems might be caused by
(1) criticism by family members
(2) stress
(3) poor diet
(4) not getting enough sleep

4. Because of her children's behavior, Kim realized that
(1) the children and her grandmother would still get along
(2) her grandmother would get better
(3) the doctor was wrong
(4) she needed to find a new baby-sitter

5. From the story, you can infer that Kim
(1) doesn't want to pay a baby-sitter
(2) doesn't keep much in her refrigerator
(3) worries constantly about her children
(4) loves her grandmother

C. **Life Skill Practice** Without special help, Helen Keller would not have had an insight into how speech and thinking function. Children with disabilities need special kinds of training and teaching. The circle graph below gives information on children in the U.S. who are served by special programs for the disabled. It shows what percentage of the kids in programs have each type of disability. Read the circle graph. Then answer the questions.

Programs for Disabled Children Ages 6–21 by Type of Disability



*Hearing impaired, deaf, visually impaired, blind, autistic, orthopedically impaired (muscle or bone problems), other health impaired

Source: *The World Almanac and Book of Facts* 1997

1. Are preschool children, ages 3–5, included in this graph? Explain your answer.

2. What group of children make up the largest group in programs for the disabled?

3. What group of children make up just over 11 percent of those in programs for the disabled?

4. What percentage of those in programs for the disabled have more than one disability?

5. What kind of disability might a child in the group labeled *Others* have? Give one example.

D. More Writing Skills Practice Copy the following paragraphs, adding the correct pronouns.

My friend and (I, me) read about Thomas Edison and learned a lot about (he, him) and his work. (He, him) invented hundreds of devices, including the electric light and the phonograph. Many other inventions, such as motion pictures, were improved by (he, him) and his assistants. (He, Him) once said that genius is "1 percent inspiration and 99 percent perspiration." (I, Me) would like to have known (he, him). (He and I, Him and me) could talk about how (he, him) got ideas. (I, me) could learn a lot from (he, him).

My wife Sara and (I, me) had a great idea. (She and I, Her and me) are both twins. (I, Me) have a brother who looks just like (I, me). (She, Her) has a sister who looks just like (she, her). (They, them) are married to each other too. (We, us) decided to trade places with (they, them) for a day. Sara and (I, me) would take their place while (they, them) would pretend to be Sara and (I, me). All four of (we, us) would learn if our children could tell the difference between (we and they, them and us).

Answer Key

When sample answers are given, your answers may use different wording, but they should be similar to the sample answers.

Lesson 1

Think About It: Understand Cause and Effect (p. 4)

Sample answers:

1. Cause: Susan came in late.
   Effect: Larry wrote Susan up.
2. Cause: Susan took extra time for lunch.
   Effect: Larry wrote her up.
3. Cause: Susan skipped work and didn't call in.
   Effect: Larry put Susan on report.
4. Cause: Susan knew how Larry felt.
   Effect: Susan apologized to Larry.

Lesson 2

Think About It: Identify Facts and Opinions (p. 6)

1. O
2. O
3. F
4. F
5. O
6. O

Lesson 3

Think About It: Identify the Main Idea and Details (p. 7)

1. Main idea: Many companies hire only people who already have the skills needed for a job.
   a. Trucking companies need to hire people who already are licensed to drive a truck.
   b. Offices need secretaries who know how to use computers.
2. Main idea: One way a job seeker can learn job skills is at a vocational school.
   a. Vocational schools offer training in many areas.
   b. Students have to pay to attend vocational schools, and the cost can be high.
3. Main idea: Another way to obtain job skills is to get a job with a company that has training programs for its workers.
   a–b. Any two:
      Some companies hire trainees at a low salary and then provide them with training.
      If a trainee doesn't work out, the company has made a minimal investment.
      If the trainee does work out, the company has a well-trained employee.
4. Main idea: Employers are often willing to invest in their employees' job skills.
   a–b. Any two:
      Many employers will pay for outside training courses for valuable workers.
      Others will train them on the job.
      Workers have a chance to advance to better jobs within the company.
5. Main idea of the article: (3)

Writing Skills Practice: Subject-Verb Agreement with *be* and *have* (p. 9)

David **has** finally gotten a job he really loves. He **had** a hard time finding a job. He **was** looking for three months before he got this job at the Ashland Garage. He **is** so happy that he goes there early every day to arrange his tools and stays late to clean them. His bosses **are** happy with his work too. In fact, they **have** promised to give him a raise in only three more months if he keeps up the good work. I **was** sure he **was** going to do well. I **am** almost as happy as David **is**.

Reading and Writing Practice (p. 10)

B. 1. (2)
   2. (2)
   3. (1)
   4. (2)
   5. (4)

C. Your answers depend on your situation and the number of people you support. Show your form to your instructor.

D. 1. Mark **has** done well in his job at the newspaper.
2. He **is** training to be a pressman.
3. correct
4. He **has** been assisting the press crew on the night shift.
5. They **were** glad for his help because one of the crew **was** out sick.
6. Other workers **have** asked for Mark to help on their presses.
7. The Willis Company **has** started a "Job Success" program.
8. correct
9. New employees **are** encouraged to take part.
10. The program **was** planned by the long-term employees.
11. They **have** always helped to train newer workers.
12. Maggie and I **are** going to sign up for the program.

▼ Lesson 4

Think About It: Identify Theme (p. 14)

Sample answers:

1. The theme of "Janice's Daughter" is "It is good to stand up for people who need help."
2. a. Marcy protected a child from a bully in kindergarten.
   b. She stood up for a new boy in grade school when five children were making fun of him.
   c. She invited a shy, friendless girl in high school to her house for a sleep-over.
   d. She protested to protect the health of farm workers.
   e. She got a law degree and was going to be a public defender.

▼ Lesson 5

Think About It: Compare and Contrast (p. 16)

Possible answers:

1. Any two ways they were alike: They were both president of their country; they each served one term; they both faced economic problems; they both worked for human rights; they were both known by nicknames.
2. Any two ways they were different: Carter was born in the U.S. in 1924, Aquino was born in the Philippines in 1933; Carter was a farmer, Aquino was a housewife; Carter is male, Aquino is female.

▼ Lesson 6

Think About It: Identify the Main Idea and Details (p. 18)

Sample answers:

1. Some people believe that humans should not treat animals like property.
2. Any two of the following:
   They oppose human use of animals for cosmetic testing and medical research.
   They refuse to wear animal fur.
   They oppose hunting.
   Some oppose using animals for food.
3. Most people take some middle position.
4. Any two of the following:
   They may agree that animals should not be mistreated or harmed needlessly.
   They may support using animals in medical research.
   They may see nothing wrong with humane hunting.
   Most accept using animals for food.
5. People take different stands on how animals should be treated.

▼ Writing Skills Practice: Commas in Compound Sentences (p. 19)

My children and I often watch television together. First I read a show's ratings, or I ask friends for their opinion. Sometimes I just check the ratings and then let the children watch a show by themselves. My children and their friends want to watch everything on television. I try to be open-minded, yet some shows are just not appropriate for them. Violence and adult language usually make me veto a show. The children beg and plead for certain shows. I may not allow them to watch a show, but I always give them the reason. The ratings are printed, so the children accept my explanation. Parents should unite and protest violent television shows. We should stand up for good programs, and the networks should listen to us. We owe that to our own children and to all our young people.

▼ Reading and Writing Practice (p. 20)

B. 1. (4)
   2. (2)
   3. (1)
   4. (3)
   5. (2)

C. 1. Brazil
   2. Chile
   3. Pacific Ocean
   4. Atlantic Ocean
   5. Chile, Bolivia, Brazil, Colombia, Ecuador

D. Rosa Parks cut and sewed cloth all day long. She was tired, and she wanted to go home. Parks decided to ride the bus and sit down. There was an empty seat in the middle of the bus, so Parks sat there. White and black people weren't allowed to sit together on buses. Whites were supposed to sit in the front, and blacks were supposed to sit in the back.

A white man got on the bus and saw that the rest of the seats were full. He wanted to sit down, so he told Parks to move. The law was on his side, but she said no. Police took her off the bus, but that's not the end of the story. Black people thought the law was unfair, so they stopped riding the buses. The bus company lost a lot of money, and the law was eventually changed. Rosa Parks had taken a stand by keeping her seat.

▼ Lesson 7

Think About It: Make Inferences (p. 24)

You should have checked 2, 5, 6, 7, 9, and 12.

▼ Lesson 8

Think About It: Identify Theme (p. 26)

1. (3)
2. b, e, f, h, i

▼ Lesson 9

Think About It: Identify Facts and Opinions (p. 28)

1. F
2. O
3. F
4. O
5. F
6. F
7. O

▼ Writing Skills Practice: Writing Complex Sentences (p. 29)

Sample answers:

1. **Although/Even though** families do not always get along, they usually love each other.
   Families usually love each other even though they do not always get along.
2. **Although/Even though/If/While** they sometimes fight, they forgive and forget.
   They forgive and forget even though they sometimes fight.
3. They get over their fights quickly **since/because** they have a common bond.
   Because they have a common bond, they get over their fights quickly.
4. **If/Because/When** they are close in age, that bond may be very strong.
   That bond may be very strong when they are close in age.
5. **By the time/When** they are adults, they have many memories to share.
   They have many memories to share by the time they are adults.

▼ Reading and Writing Practice (p. 30)

B. 1. (2)
   2. (3)
   3. (1)
   4. (2)
   5. (4)

C. 1. (3)
   2. (2)
   3. (2)
   4. (1)

D. Sample answers:

1. My daughter Kelly has a good relationship with her soccer coach **because** she is a team player.
2. **When/If** another player on the team is closer to the ball, Kelly helps by blocking the other team.
3. **Since/Because** she never tries to hog the ball, the other players trust her moves.
4. The coach appreciates her sharing style **although/even though** he would like her to be more aggressive.
5. He always compliments Kelly **when/because** she helps her teammates.
6. I always shop at the same grocery store **because** I like the people there.
7. **When/If** I can't find something, they offer to help me.
8. **Since/Because** they are so helpful, I get done very quickly.
9. They are ready to check my groceries **as soon as/when** I get in line.
10. Shopping is a pleasure **because** they create good relationships with their customers.

▼ Lesson 10

Think About It: Make Inferences (p. 34)

1. (3)
2. (1)
3. (2)
4. (4)

▼ Lesson 11

Think About It: Compare and Contrast (p. 36)

Sample answers:

Comparison and Contrast Between Newton and Sagan

Topic	Isaac Newton	Carl Sagan	Both
Areas of study	math; light		astronomy
Where each man taught	Cambridge University	Harvard Cornell University	
Century each lived in	17th–18th 1600s-1700s	20th/1900s	
Temperament	shy, private resented criticism	enthusiastic outgoing, public	
One major title published	*Principia Mathematica* or *Optics*	*Contact* or *Cosmos*	
Remembered for work on	the laws of gravity, color and light, and calculus	the beginnings of life on earth, life on other planets	

▼ Lesson 12

Think About It: Understand Cause-and-Effect Chains (p. 38)

1.

Cause		Effect
Vumilia learned to read and write.	→	She learned about her legal rights.
She learned about her legal rights.	→	She demanded respect from her husband.

2.

Cause		Effect
Vumilia convinced her husband to join the literacy program.	→	He gained insight into his behavior.
He gained insight into his behavior.	→	He changed his behavior.

▼ Writing Skills Practice: Correcting Pronoun Problems (p. 39)

1. My wife Jeannie often seemed annoyed and criticized the kids and **me**.
2. I loved **her**, but **she and I** were heading for serious problems with our marriage.
3. About that time, Jeannie's parents invited **us** to have dinner with **them**.
4. All evening long, Jeannie's mother was nice to **her and me**, but she constantly criticized Jeannie's father.
5. "Poor Dad," Jeannie said later. "It always bothered **him and me** to have my mother talk to **him** that way."
6. "Now **you and I** have become just like **them**."
7. "From now on, please tell **me** when I'm acting like **her**."
8. "With pleasure," **I** said, and gave **her** a hug.

▼ Reading and Writing Practice (p. 40)

B. 1. (2)
2. (3)
3. (3)
4. (1)
5. (4)

C. 1. no, only children ages 6–21
2. the learning disabled
3. the mentally retarded
4. 2.3%

5. any one of the following: hearing impaired or deaf, visually impaired or blind, autistic, orthopedically impaired, another health impairment

D. My friend and **I** read about Thomas Edison and learned a lot about **him** and his work. **He** invented hundreds of devices, including the electric light and the phonograph. Many other inventions, such as motion pictures, were improved by **him** and his assistants. **He** once said that genius is "1 percent inspiration and 99 percent perspiration." **I** would like to have known **him. He and I** could talk about how **he** got ideas. **I** could learn a lot from **him.**

My wife Sara and **I** had a great idea. **She and I** are both twins. **I** have a brother who looks just like **me**. **She** has a sister who looks just like **her**. **They** are married to each other too. **We** decided to trade places with **them** for a day. Sara and **I** would take their place while **they** would pretend to be Sara and **me**. All four of **us** would learn if our children could tell the difference between **them and us**.

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Puzzles

Voyager

Reading and Writing for Today's Adults

6

Emma Iulo

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New Readers Press

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Answer Key 20

LESSON 1

Use the clues to help you name some foods that might be found in a delicatessen. When you are done, the boxed letters will spell a phrase meaning "very neat." The first one is done for you.

Chocolate C H I P cookie
___ ___ ☐ ___ fish sandwich

___ ___ ☐ ___ chowder
Split pea ___ ___ ___ ☐
Dill ☐ ___ ___ ___ ___ ___
Pizza ___ ☐ ___ ___ ___
Rye ___ ___ ☐ ___ ___

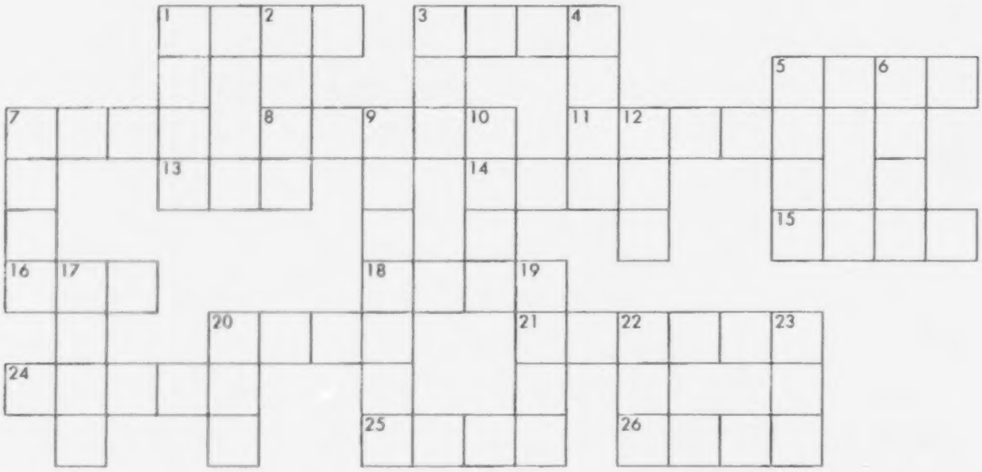
☐ ___ ___ ___ ___ ___ chips
___ ___ ☐ ___ ___ ___ ___ wings
Swiss ___ ___ ☐ ___ ___ ___

___ ☐ ___ sausage
___ ___ ☐ ___ meal muffin
___ ___ ___ ___ ☐ beans
Angel food ___ ___ ___ ☐
☐ ___ ___ ___ ___ beef

Answers on page 20.

LESSON 2

All the answers use only letters from the word *EVALUATION*. Each letter is used only once in an answer except *A*, which appears twice in *EVALUATION*.



Across

1. Cast a ballot
3. A place to cook food: microwave ___
5. Trailing plant, as ivy
7. Melted rock from a volcano
8. Long fiction story
11. By oneself
13. Falsehood
14. To the inside of
15. Fable, myth
16. Light brown
18. Narrow path
20. Simple song
21. Small bluish-purple flower
24. Bring together, combine
25. Work long and hard
26. "Better ___ than never"

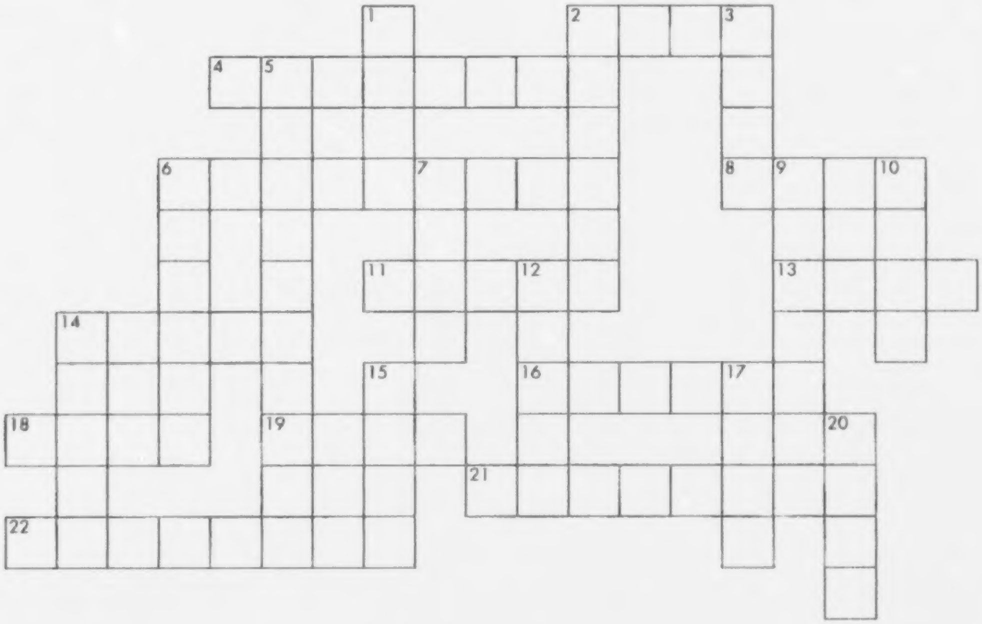
Down

1. Meat from a calf
2. Prong of a fork
3. "Take ___ day at a time."
4. Tidy, uncluttered
5. Outlet: air ___
6. It's at the end of a finger.
7. Made a loan
9. Full of force, raging: a ___ storm
10. "King of the beasts"
12. Piece of land: building ___
17. Uncle and ___
19. Wickedness
20. "Perfect" number
22. Liquid for frying
23. An equal score

Answers on page 20

LESSON 3

All the answers contain the *ea* vowel combination, which is pronounced in different ways (examples: *bead, breath, steak*). Most of the answers are words from Lesson 3.



Across

2. Can't make ___ nor tail of (can't understand)
4. Skilled at producing new ideas and things, inventive
6. Very pretty, gorgeous
8. Soft, gray metal
11. Sandy shore
13. The back; farthest from the front
14. Gain knowledge or skill
16. Without great effort
18. Has lunch
19. Grizzly ___
21. Become larger, expand
22. Lack of strength

Down

1. Opposite of west
2. Physical condition, well-being
3. Start a card game
5. Fair, not extreme
6. Times of rest, as at work: coffee ___
7. Mental picture, thought
9. Ahead of time
10. Unable to hear
12. Unsoiled, spotless
14. Rent, as a house or a car
15. Organs of hearing
17. Jump
20. Not messy

Answers on page 20.

UNIT 1 REVIEW

The words below describe qualities that are important for job success. The words have been coded by using a different letter for each letter of the alphabet. The code is the same for all the words.

To help you get started, the first word has been decoded for you, giving the word *PLEASANT*. Now put *P* above every *E* you find in the other words. Then write *L* above every *A*, and so on. When you have filled in all the given letters, try to guess some of the other words. Add those letters above the remaining letters until you can read all the words. Good luck!

P L E A S A N T
E A T P H P C I

_ _ _ _ _ _
W D C T H I

P _ _ _ _ _ _ _
E J C R I J P A

_ _ _ _ _ _
E D A X I T

_ _ _ _ _ _ _
W T A E U J A

_ _ _ _ _ _ _ _ _
R D B E T I T C I

_ _ _ _ _ _ _ _ _ _
S T E T C S P Q A T

Answers on page 20.

LESSON 4

Fill in the blanks with synonyms of the clues. All the answers are words from Lesson 4. When you are done, put the letters above numbers in the blanks at the bottom. You will have a comment by Mark Twain.

Tardy ___ ___ ___ ___
1

Shut ___ ___ ___ ___ ___
2

Incorrect ___ ___ ___ ___ ___
3

Attorney ___ ___ ___ ___ ___ ___
4

Selected ___ ___ ___ ___ ___
5

Highway ___ ___ ___ ___
6

Policeman ___ ___ ___
7

Automobile ___ ___ ___
8

Cab ___ ___ ___ ___
9

Lawful ___ ___ ___ ___ ___
10

Battle ___ ___ ___ ___ ___
11

Dad ___ ___ ___ ___ ___ ___
12

Repairing ___ ___ ___ ___ ___ ___
13

Death ___ ___ ___ ___ ___ ___
14

Author ___ ___ ___ ___ ___ ___
15

Occur ___ ___ ___ ___ ___ ___
16

Laughable ___ ___ ___ ___ ___
17

Mark Twain's comment:

___ ___ ___ ___ ___ ___   ___ ___   ___ ___ ___ ___ ___.
1 2 3 1 4 5   6 7   8 9 10 11 12

___ ___ ___ ___   ___ ___ ___ ___   ___ ___ ___ ___ ___ ___ ___
12 11 9 5   3 9 2 2   10 8 1 12 9 13 4

___ ___ ___ ___   ___ ___ ___ ___ ___ ___   ___ ___ ___
5 7 14 15   16 15 7 16 2 15   1 17 6

___ ___ ___ ___ ___ ___ ___ ___   ___ ___ ___   ___ ___ ___ ___.
1 5 12 7 17 9 5 11   12 11 15   8 15 5 12

Answers on page 21.

LESSON 5

Each of the small words on the left can be found in the answer words. Most of the answer words are from Lesson 5. Use the clues at the right to help you fill in the words. When you are done, the boxed letters will spell the name of the award won by Rigoberta Menchú and Aung San Suu Kyi.

PAN	_ _ _ ☐ _ _ _	Main language of Mexico
SON	_ _ _ _ ☐ _ _ _	One held in jail
LET	☐ _ _ _ _ _ _	Ammunition
USE	_ _ _ _ ☐	Building to live in
AGE	_ _ ☐ _ _ _ _	Small town
PEA	☐ _ _ _ _ _ _	Country person
ARE	_ _ _ ☐ _ _	Father or mother
ARM	_ ☐ _ _ _ _ _	Hurting, damaging
TRY	☐ _ _ _ _ _ _	Native land
FEE	_ _ ☐ _ _	Touches
EAR	_ _ _ _ ☐ _ _ _ _	Go out of sight
OWE	_ _ _ _ ☐ _ _ _	Very strong
TEN	_ ☐ _ _ _ _	Use the ears
FRO	_ _ _ ☐ _	Became ice
DEN	_ _ _ _ ☐ _ _	One who attends school

Answers on page 21.

LESSON 6

Each group of letters stands for the name of a state mentioned by Dr. King in his "I Have a Dream" speech on August 28, 1963. The names have been coded by using a different letter for each letter of the alphabet. The code is the same for all the names.

To help you get started, the first group of letters has been decoded for you, giving the state *PENNSYLVANIA*. To solve the puzzle, first put *P* above every *Z* you find in other coded states. Then write *E* above every *O*, and so on. When you have filled in all the given letters, try to guess some of the other states. Add those letters above the remaining letters until you have cracked the code and can read the names of all the states. Good luck!

P E N N S Y L V A N I A
Z O X X C I V F K X S K

X O G R K W Z C R S B O

K V K L K W K

X O G I Y B U

W S C C S C C S Z Z S

M Y V Y B K N Y

M K V S P Y B X S K

Q O Y B Q S K

D O X X O C C O O

Answers on page 21.

UNIT 2 REVIEW

The terms below are related to taking a stand on an issue. Fill in the missing letters. Then put the letters above numbers in the blanks at the bottom. You will have a profound statement by Edmund Burke, 18th-century British statesman.

___EACEFU___ PRO___EST
1 2 3

ST___ENGT___ OF BELIE___S
4 5 6

SP___AKI___G O___T
7 8 9

C___URA___E
10 11

BRA___ER___
12 13

___NJUSTI___E
14 15

RE___IST___NCE
16 17

FREE___O___
18 19

Edmund Burke's statement:

___ ___ ___   ___ ___ ___ ___   ___ ___ ___ ___ ___
3 5 7   10 8 2 13   3 5 14 8 11

___ ___ ___ ___ ___ ___ ___ ___ ___   ___ ___ ___   ___ ___ ___
8 7 15 7 16 16 17 4 13   6 10 4   3 5 7

___ ___ ___ ___ ___ ___ ___   ___ ___   ___ ___ ___ ___
3 4 14 9 19 1 5   10 6   7 12 14 2

___ ___   ___ ___ ___   ___ ___ ___ ___   ___ ___ ___
14 16   6 10 4   11 10 10 18   19 7 8

___ ___   ___ ___   ___ ___ ___ ___ ___ ___ ___.
3 10   18 10   8 10 3 5 14 8 11

LESSON 7

Each of the small words on the left can be found in the answer words. All of the answer words are from Lesson 7. Use the clues at the right to help you fill in the words. When you are done, the boxed letters will spell the honors Katharine Hepburn and Henry Fonda received for their performances in *On Golden Pond.*

ASH	___ ___ ___ ☐ ___ ___	Bigger than a sprinkle
KIN	___ ___ ☐ ___ ___ ___ ___	___ up the tab (paying)
EAT	___ ___ ___ ☐ ___	Outstanding: "___ movie!"
END	___ ___ ___ ___ ☐ ___ ___ ___	Opposite of saving
AND	___ ___ ___ ☐ ___ ___ ___ ___ ___ ___	Grasp the meaning of
MEN	☐ ___ ___ ___ ___ ___ ___	Refer to briefly
EVE	___ ___ ___ ___ ☐ ___ ___ ___	All people

OUT	☐ ___ ___ ___ ___	In reference to
WOO	☐ ___ ___ ___ ___	Small forest
MAT	___ ☐ ___ ___ ___ ___	Be of importance
NOR	___ ___ ___ ___ ☐ ___ ___	Paid no attention
OWN	☐ ___ ___ ___	Opposite of up
SIT	___ ___ ☐ ___ ___ ___ ___ ___	Making a social call

Answers on page 22.

LESSON 8

In order to change *FARM* to *CITY,* start at the top and change one letter in each word to get the next word. Use the clues to help. The first one has been started for you.

1. **FARM**

Business company F I R M

Evergreen trees ___ ___ ___ ___

Is the proper size ___ ___ ___ ___

Stones of peaches ___ ___ ___ ___

Feel sorrow for ___ ___ ___ ___

CITY

2. **WILL**

Part of a building ___ ___ ___ ___

Not ill ___ ___ ___ ___

Opposite of buy ___ ___ ___ ___

Sea mammal ___ ___ ___ ___

Actual, true ___ ___ ___ ___

___ Will's letters ___ ___ ___ ___

DEAD

3. **FATHER**

Plumper ___ ___ ___ ___ ___ ___

Cake mixture ___ ___ ___ ___ ___ ___

Swimmer ___ ___ ___ ___ ___ ___

Annoy, bug ___ ___ ___ ___ ___ ___

MOTHER

4. **BORN**

Hutchenson's crop ___ ___ ___ ___

Center, as of an apple ___ ___ ___ ___

Had on ___ ___ ___ ___

Metal thread ___ ___ ___ ___

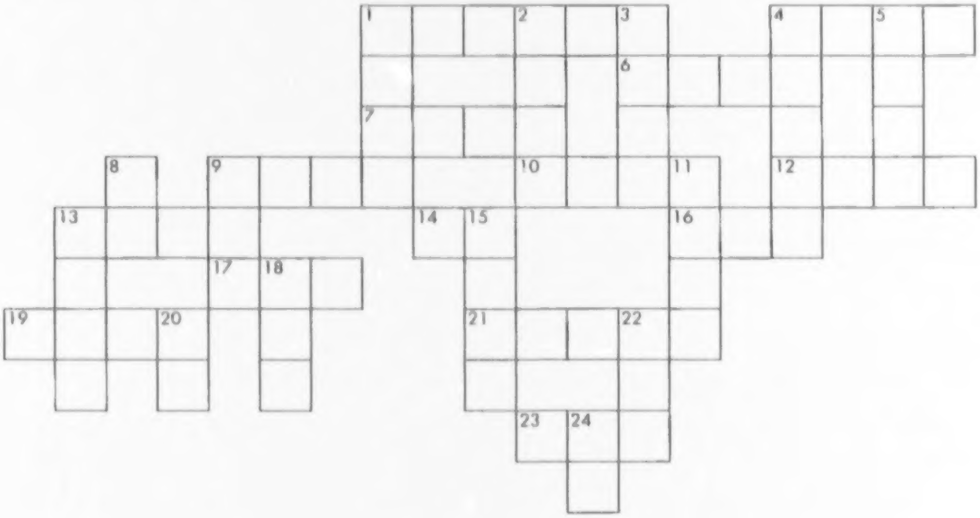
Husband and ___ ___ ___ ___ ___

LIFE

Answers on page 22.

LESSON 9

All the answers use only letters from the word *HOUSEHOLD*. Each letter can be used in an answer as many times as it appears in *HOUSEHOLD*.



Across

1. Ought to: He ___ be here soon
4. Stockings
6. Old name for margarine
7. Misplace
9. Noisy
10. Fees: membership ___
12. Snow vehicle with runners
13. An unfilled space; a cavity
14. Not them, ___
16. Garden tool
17. Female deer
19. Keep in the hand
21. Opposite of tight
23. Female person

Down

1. Marketed
2. Not new: ___ car
3. Amount of medicine to take
4. Place to live
5. Bottom of a shoe
8. Sounds like sew
9. Guided: ___ the way
11. Covering for the foot
13. Covering over an auto engine
15. Performance by only one person
18. Bygone: "the good ___ days"
20. Act, behave: ___ as I say.
22. Bring action in court
24. That man

BEST COPY AVAILABLE

Answers on page 22.

UNIT 3 REVIEW

The words below have to do with relationships among people. Fill in the missing letters. Then put the letters above numbers in the blanks at the bottom. You will have some wise advice from Charles Dickens, 19th-century British novelist.

COMM$\underset{1}{___}$NICATIO$\underset{2}{___}$

$\underset{3}{___}$ARRIAG$\underset{4}{___}$

DI$\underset{5}{___}$ORCE

BI$\underset{6}{___}$TH

$\underset{7}{___}$HILD

$\underset{8}{___}$OVE

DI$\underset{9}{___}$CUSSI$\underset{10}{___}$NS

FAMIL$\underset{11}{___}$

EX$\underset{12}{___}$ECTAT$\underset{13}{___}$ONS

PAREN$\underset{14}{___}$

DEAT$\underset{15}{___}$

$\underset{16}{___}$IDOW

$\underset{17}{___}$NGER

$\underset{18}{___}$IALOGUE

Charles Dickens's advice:

$\underset{2}{\_\_\_}\underset{4}{\_\_\_}\underset{5}{\_\_\_}\underset{4}{\_\_\_}\underset{6}{\_\_\_}$ $\underset{7}{\_\_\_}\underset{8}{\_\_\_}\underset{10}{\_\_\_}\underset{9}{\_\_\_}\underset{4}{\_\_\_}$ $\underset{11}{\_\_\_}\underset{10}{\_\_\_}\underset{1}{\_\_\_}\underset{6}{\_\_\_}$

$\underset{8}{\_\_\_}\underset{13}{\_\_\_}\underset{12}{\_\_\_}\underset{9}{\_\_\_}$ $\underset{14}{\_\_\_}\underset{10}{\_\_\_}$ $\underset{14}{\_\_\_}\underset{15}{\_\_\_}\underset{10}{\_\_\_}\underset{9}{\_\_\_}\underset{4}{\_\_\_}$ $\underset{14}{\_\_\_}\underset{10}{\_\_\_}$

$\underset{16}{\_\_\_}\underset{15}{\_\_\_}\underset{10}{\_\_\_}\underset{3}{\_\_\_}$ $\underset{11}{\_\_\_}\underset{10}{\_\_\_}\underset{1}{\_\_\_}$ $\underset{15}{\_\_\_}\underset{17}{\_\_\_}\underset{5}{\_\_\_}\underset{4}{\_\_\_}$

$\underset{10}{\_\_\_}\underset{12}{\_\_\_}\underset{4}{\_\_\_}\underset{2}{\_\_\_}\underset{4}{\_\_\_}\underset{18}{\_\_\_}$ $\underset{11}{\_\_\_}\underset{10}{\_\_\_}\underset{1}{\_\_\_}\underset{6}{\_\_\_}$ $\underset{15}{\_\_\_}\underset{4}{\_\_\_}\underset{17}{\_\_\_}\underset{6}{\_\_\_}\underset{14}{\_\_\_}$.

Answers on page 22.

LESSON 10

To change the top word to the bottom word, start at the top of each set and change one letter in each word to get the next word. Use the clues to help.

1. **A R M S**

Points at ___ ___ ___ ___

Darkens ___ ___ ___ ___

Two nickels ___ ___ ___ ___

Large, round roof ___ ___ ___ ___

Bird of peace ___ ___ ___ ___

L O V E

2. **W A T E R**

Sway to and fro ___ ___ ___ ___ ___

They make surf ___ ___ ___ ___ ___

Goods for sale ___ ___ ___ ___ ___

Hospital rooms ___ ___ ___ ___ ___

W O R D S

3. **D O L L**

Fee to use road ___ ___ ___ ___

Not short ___ ___ ___ ___

Story ___ ___ ___ ___

Not wild ___ ___ ___ ___

N A M E

4. **G A V E**

Possess ___ ___ ___ ___

Cavern ___ ___ ___ ___

Small bay ___ ___ ___ ___

Face a problem ___ ___ ___ ___

H O P E

Answers on page 23.

LESSON 11

Listed below are some words related to pregnancy, birth, and infancy. Look across (→), down (↓), and on a slant (↘) to find the words. Circle the words in the puzzle. One has been done as an example.

B	V	P	H	D	F	G	H	N	C	D
O	P	Q	J	Q	I	S	O	N	R	E
T	W	I	N	S	K	A	S	S	I	L
T	Q	H	S	T	N	X	P	R	B	I
L	A	B	O	R	X	M	I	E	M	V
E	N	Z	B	O	T	B	T	J	R	E
V	T	A	X	L	L	H	A	B	D	R
I	O	R	P	L	U	L	L	A	B	Y
W	Y	C	Y	E	Y	P	E	X	A	I
M	S	F	O	R	M	U	L	A	B	G
M	A	T	E	R	N	I	T	Y	Y	D

✔ BABY
BOTTLE
CRIB
DELIVERY
DIAPER

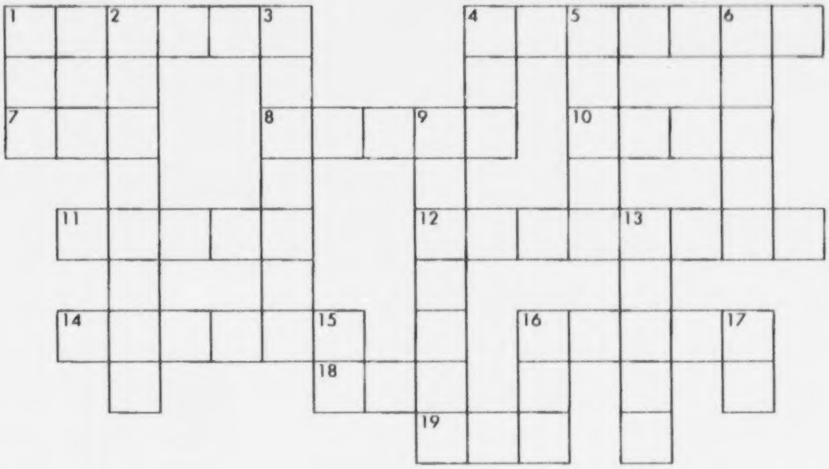
FORMULA
HOSPITAL
LABOR
LULLABY
MATERNITY

NAP
SON
STROLLER
TOYS
TWINS

Answers on page 23.

LESSON 12

Most of the answers are words from Lesson 12. Use the clues to help you fill them in. Then put the letters in numbered squares in the blanks at the bottom. You will have the title of John Corcoran's autobiography.



Across

1. Take everything out
4. 17, 40, 96, for example
7. Have breakfast
8. Act dishonestly: __ on a test
10. Shout
11. Great fear of what might happen
12. Assignment done outside the classroom
14. Gets up from sitting
16. Two times
18. To have a debt
19. Opposite of wet

Down

1. __ your head (think)
2. Able to read and write
3. Made up one's mind
4. __ on your life! (No way!)
5. Perhaps, possibly
6. Measuring stick
9. Feeling guilty or disgraced
13. Put words on paper
15. __ far (up to now)
16. Attempt
17. __ Paso, Texas

John Corcoran's autobiography:

___ ___ ___   ___ ___ ___ ___ ___ ___ ___   ___ ___ ___
16 12 7   16 7 9 8 12 7 6   13 12 18

___ ___ ___ ___ ___ ___ ' ___   ___ ___ ___ ___
8 18 1 2 3 4 16   6 7 9 3

Answers on page 23.

UNIT 4 REVIEW

Fill in the blanks with synonyms of the clues. All the answers are words from Unit 4. Put the letters above numbers in the blanks at the bottom. You will have an observation by Oliver Wendell Holmes, 19th-century author.

Infant $\underline{\quad}\ \underset{1}{\underline{\quad}}\ \underline{\quad}\ \underline{\quad}$

Title $\underline{\quad}\ \underline{\quad}\ \underset{2}{\underline{\quad}}\ \underline{\quad}$

Concerning $\underline{\quad}\ \underline{\quad}\ \underset{3}{\underline{\quad}}\ \underline{\quad}\ \underline{\quad}$

Ocean $\underline{\quad}\ \underset{4}{\underline{\quad}}\ \underline{\quad}$

Reply $\underline{\quad}\ \underset{5}{\underline{\quad}}\ \underline{\quad}\ \underline{\quad}\ \underline{\quad}\ \underline{\quad}$

Mom $\underline{\quad}\ \underline{\quad}\ \underset{6}{\underline{\quad}}\ \underline{\quad}\ \underline{\quad}\ \underline{\quad}$

Swift $\underline{\quad}\ \underline{\quad}\ \underset{7}{\underline{\quad}}\ \underline{\quad}$

Youngster $\underline{\quad}\ \underline{\quad}\ \underset{8}{\underline{\quad}}\ \underline{\quad}\ \underline{\quad}$

Mad $\underline{\quad}\ \underline{\quad}\ \underset{9}{\underline{\quad}}\ \underline{\quad}\ \underline{\quad}$

Rush $\underset{10}{\underline{\quad}}\ \underline{\quad}\ \underline{\quad}\ \underline{\quad}\ \underline{\quad}$

Fresh $\underline{\quad}\ \underline{\quad}\ \underset{11}{\underline{\quad}}$

Wept $\underline{\quad}\ \underset{12}{\underline{\quad}}\ \underline{\quad}\ \underline{\quad}\ \underline{\quad}$

Adore $\underset{13}{\underline{\quad}}\ \underline{\quad}\ \underline{\quad}\ \underline{\quad}$

Scared $\underline{\quad}\ \underset{14}{\underline{\quad}}\ \underline{\quad}\ \underline{\quad}\ \underline{\quad}\ \underline{\quad}$

Test $\underline{\quad}\ \underset{15}{\underline{\quad}}\ \underline{\quad}\ \underline{\quad}$

Joyous $\underline{\quad}\ \underline{\quad}\ \underline{\quad}\ \underset{16}{\underline{\quad}}\ \underline{\quad}$

Tutor $\underline{\quad}\ \underline{\quad}\ \underline{\quad}\ \underset{17}{\underline{\quad}}\ \underline{\quad}\ \underline{\quad}\ \underline{\quad}$

Oliver Wendell Holmes's observation:

$\underset{1}{\underline{\quad}}\qquad \underset{2}{\underline{\quad}}\ \underset{3}{\underline{\quad}}\ \underset{2}{\underline{\quad}}\ \underset{4}{\underline{\quad}}\ \underset{5}{\underline{\quad}}\ \underset{6}{\underline{\quad}}{}'\ \underset{7}{\underline{\quad}}\qquad \underset{8}{\underline{\quad}}\ \underset{5}{\underline{\quad}}\ \underset{7}{\underline{\quad}}\ \underset{8}{\underline{\quad}}\ \underset{9}{\underline{\quad}}\ \underset{10}{\underline{\quad}}\ \underset{6}{\underline{\quad}}$

$\underset{8}{\underline{\quad}}\ \underset{7}{\underline{\quad}}\qquad \underset{7}{\underline{\quad}}\ \underset{3}{\underline{\quad}}\ \underset{2}{\underline{\quad}}\ \underset{4}{\underline{\quad}}\ \underset{6}{\underline{\quad}}\ \underset{8}{\underline{\quad}}\ \underset{2}{\underline{\quad}}\ \underset{4}{\underline{\quad}}\ \underset{7}{\underline{\quad}}\qquad \underset{11}{\underline{\quad}}\ \underset{3}{\underline{\quad}}\ \underset{12}{\underline{\quad}}\ \underset{6}{\underline{\quad}}\ \underset{10}{\underline{\quad}}$

$\underset{1}{\underline{\quad}}\qquad \underset{13}{\underline{\quad}}\ \underset{8}{\underline{\quad}}\ \underset{14}{\underline{\quad}}\ \underset{4}{\underline{\quad}}{}'\ \underset{7}{\underline{\quad}}\qquad \underset{4}{\underline{\quad}}\ \underset{15}{\underline{\quad}}\ \underset{16}{\underline{\quad}}\ \underset{4}{\underline{\quad}}\ \underset{12}{\underline{\quad}}\ \underset{8}{\underline{\quad}}\ \underset{4}{\underline{\quad}}\ \underset{5}{\underline{\quad}}\ \underset{17}{\underline{\quad}}\ \underset{4}{\underline{\quad}}.$

Answers on page 23.

ANSWER KEY

Lesson 1

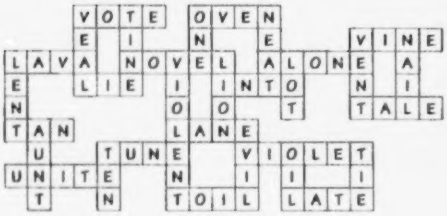
Chocolate CHIP cookie
TUNA fish sandwich

CLAM chowder
Split pea SOUP
Dill PICKLE
Pizza SLICE
Rye BREAD

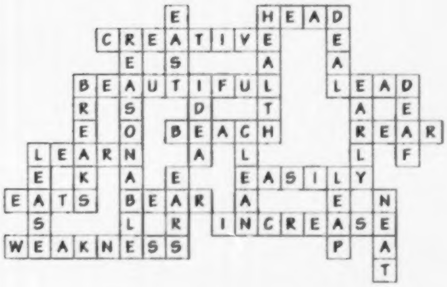
POTATO chips
CHICKEN wings
Swiss CHEESE

HOT sausage
CORN meal muffin
BAKED beans
Angel food CAKE
ROAST beef

Lesson 2


VOTE
OVEN
VINE
LAVA
NOVEL
ALONE
LIE
INTO
TALE
TAN
LANE
TUNE
VIOLET
UNITE
TOIL
LATE

Lesson 3


HEAD
CREATIVE
BEAUTIFUL
LEAD
BEACH
REAR
LEARN
EASILY
EATS
BEAR
INCREASE
WEAKNESS

Unit 1 Review

PLEASANT
HONEST
PUNCTUAL
POLITE
HELPFUL
COMPETENT
DEPENDABLE

ANSWER KEY

Lesson 4

LATE
CLOSE
WRONG
LAWYER
CHOSE
ROAD
COP
CAR
TAXI

LEGAL
FIGHT
FATHER
FIXING
DEMISE
WRITER
HAPPEN
FUNNY

Mark Twain's comment:

ALWAYS DO RIGHT
THIS WILL GRATIFY
SOME PEOPLE AND
ASTONISH THE REST.

Lesson 5

SPANISH
PRISONER
BULLETS
HOUSE
VILLAGE

PEASANT
PARENT
HARMING
COUNTRY
FEELS

DISAPPEAR
POWERFUL
LISTEN
FROZE
STUDENT

Lesson 6

PENNSYLVANIA
NEW HAMPSHIRE
ALABAMA
NEW YORK
MISSISSIPPI
COLORADO
CALIFORNIA
GEORGIA
TENNESSEE

Unit 2 Review

PEACEFUL PROTEST
STRENGTH OF BELIEFS
SPEAKING OUT
COURAGE

BRAVERY
INJUSTICE
RESISTANCE
FREEDOM

Edmund Burke's statement:

THE ONLY THING
NECESSARY FOR THE
TRIUMPH OF EVIL
IS FOR GOOD MEN
TO DO NOTHING.

ANSWER KEY

Lesson 7

SPLASH
PICKING
GREAT
SPENDING
UNDERSTAND
MENTION
EVERYONE

ABOUT
WOODS
MATTER
IGNORED
DOWN
VISITING

Lesson 8

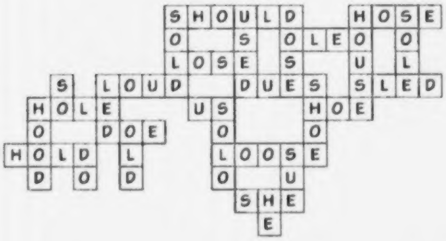
1. FARM
FIRM
FIRS
FITS
PITS
PITY
CITY

3. FATHER
FATTER
BATTER
BATHER
BOTHER
MOTHER

2. WILL
WALL
WELL
SELL
SEAL
REAL
READ
DEAD

4. BORN
CORN
CORE
WORE
WIRE
WIFE
LIFE

Lesson 9


SHOULD HOSE
O S OLEO O
LOSE S U L
S LOUD DUES SLED
HOLE US HOE
O DOE O O
HOLD L LOOSE
D O D O U
SHE
E

Unit 3 Review

COMMUNICATION
MARRIAGE
DIVORCE
BIRTH
CHILD
LOVE
DISCUSSIONS

FAMILY
EXPECTATIONS
PARENT
DEATH
WIDOW
ANGER
DIALOGUE

Charles Dickens's advice:

NEVER CLOSE YOUR
LIPS TO THOSE TO
WHOM YOU HAVE
OPENED YOUR HEART

ANSWER KEY

Lesson 10

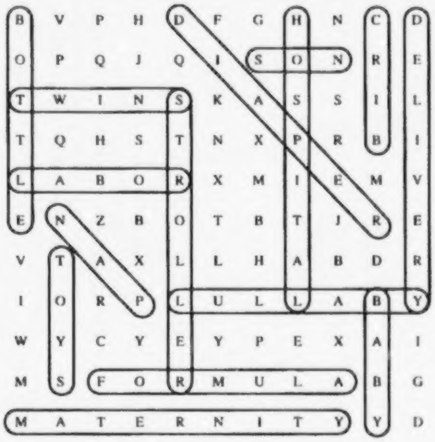
1. ARMS
AIMS
DIMS
DIME
DOME
DOVE
LOVE

2. WATER
WAVER
WAVES
WARES
WARDS
WORDS

3. DOLL
TOLL
TALL
TALE
TAME
NAME

4. GAVE
HAVE
CAVE
COVE
COPE
HOPE

Lesson 11



B	V	P	H	D	F	G	H	N	C	D
O	P	Q	J	Q	I	S	O	N	R	E
T	W	I	N	S	K	A	S	S	I	L
T	Q	H	S	T	N	X	P	R	B	I
L	A	B	O	R	X	M	I	E	M	V
E	N	Z	B	O	T	B	T	J	R	E
V	T	A	X	L	L	H	A	B	D	R
I	O	R	P	L	U	L	L	A	B	Y
W	Y	C	Y	E	Y	P	E	X	A	I
M	S	F	O	R	M	U	L	A	B	G
M	A	T	E	R	N	I	T	Y	Y	D

Lesson 12

U	N	L	O	A	D				N	U	M	B	E	R	S
S		I			E				O		A			U	
E	A	T			C	H	E	A	T		Y	E	L	L	
		E			I			S			B			E	
	D	R	E	A	D			H	O	M	E	W	O	R	K
		A			E			A				R			
	S	T	A	N	D	S		M		T	W	I	C	E	
		E				O	W	E		R		T		L	
								D	R	Y		E			

John Corcoran's autobiography:

THE TEACHER WHO

COULDN'T READ

Unit 4 Review

BABY
NAME
ABOUT
SEA
ANSWER
MOTHER
FAST
CHILD
ANGRY

HURRY
NEW
CRIED
LOVE
AFRAID
EXAM
HAPPY
TEACHER

Oliver Wendell Holmes's observation:

A MOMENT'S INSIGHT

IS SOMETIMES WORTH

A LIFE'S EXPERIENCE

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Reading and Writing for Today's Adults

6

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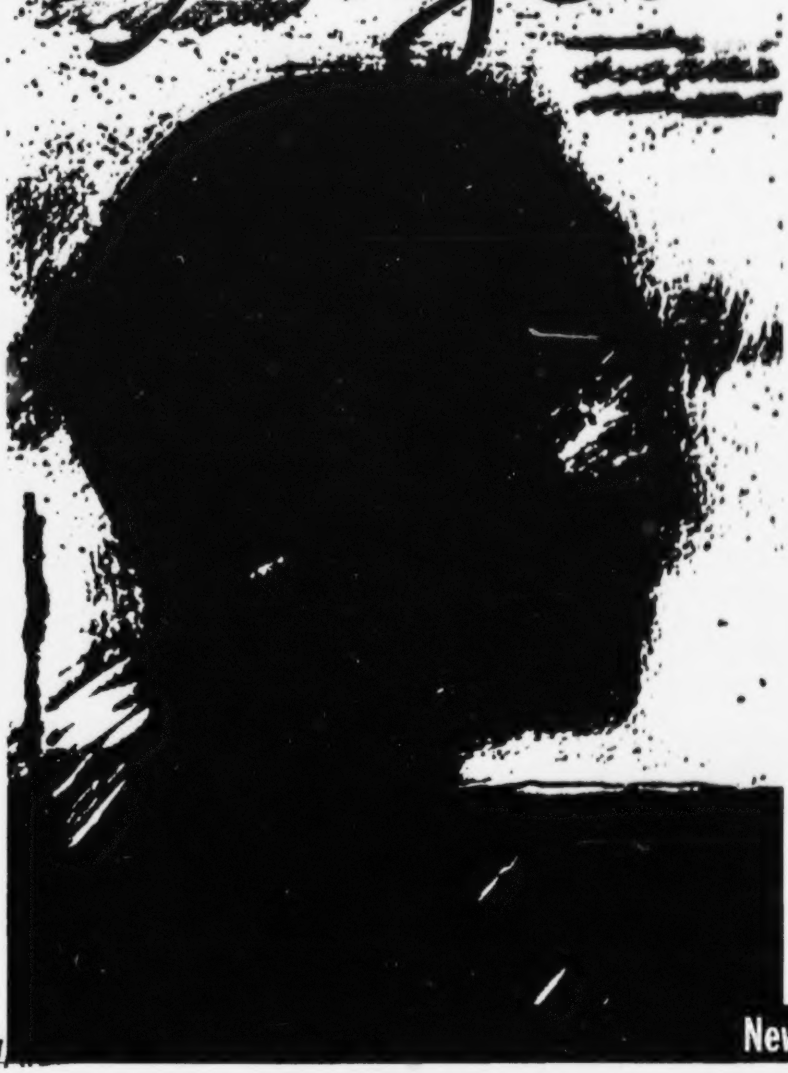
6



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▶ Lesson 1

A. What's Eating You? Write each saying from the box next to its definition. The first one is done for you.

bite off more than you can chew
chew the fat
chew the scenery
eat it up
✓eat your words
fed up

___eat your words___ **1.** take back something you said

______________ **2.** chat

______________ **3.** try to do more than you can handle

______________ **4.** at the end of your patience

______________ **5.** eagerly accept

______________ **6.** overact

B. Making Words Many words are made up of word parts called prefixes, roots, and suffixes. Prefixes are added to the beginning of roots, and suffixes are added to the end of roots.

Prefixes	Suffixes	Examples
im-, in-, ir- = not	-ance = quality or state of	intolerance
un- = not, opposite	-ly = in the manner of	unpleasantly

In the words below, identify the prefixes and suffixes shown in the chart. Draw a line to divide these prefixes and suffixes from the rest of the word. The first one is done for you.

1. accept|ance
2. immediately
3. impersonal
4. unlicensed
5. inactive
6. innocently
7. irregular
8. assistance
9. immature
10. largely
11. fragrance
12. uncertain

C. More Making Words Study the examples, then add prefixes and suffixes to the words below. Use a dictionary if you are unsure of the correct spelling.

ir + responsible = irresponsible

responsible + ly = responsibly

un + sure = ________________

late + ly = ________________

im + possible = ________________

possible + ly = ________________

assure + ance = ________________

ir + resistible + ly = ________________

un + comfortable = ________________

comfortable + ly = ________________

D. Which Word Fits Best? Choose the word from Part C that best completes each sentence below. The first one is done for you.

1. My old mattress was getting more and more uncomfortable.
2. I've been having frequent backaches ________________.
3. I'd had that old mattress for so long that I was ________________ of where to shop for a new one.
4. One day I saw an ad for a mattress sale. It sounded so ________________ good that I had to check it out.
5. The store had so many different types of mattresses that I thought it would be ________________ to choose.
6. The salesman suggested I try a few of them until I found one that I could lie on ________________.
7. He gave me his ________________ that the sale price on the mattress was the lowest in town.
8. He was a good salesman, but he did laugh when I asked if I could ________________ have free delivery.

▶ Lesson 2

A. The Prefix *per-* The prefix *per-* means "throughout." Match each word that starts with *per-* to its meaning below. Use a dictionary if you wish. The first one is done for you.

perceive
percentage
perfect
permanent
permeate
perpetrate
perplex
persecute
persevere
persistent
✓persuade
peruse

persuade **1.** win over to do or believe
____________ **2.** sense or observe
____________ **3.** part per hundred
____________ **4.** confuse
____________ **5.** intended to last
____________ **6.** read thoroughly
____________ **7.** having no faults
____________ **8.** do or commit
____________ **9.** not giving up
____________ **10.** continue steadily in doing something hard
____________ **11.** spread through the whole of
____________ **12.** treat badly; oppress

B. Which Word Fits Best? Choose the best answer, and write it on the line.

1. The purpose of today's meeting was to ____________ us to our new co-worker, Erik.
(1) introvert (2) introduce (3) introspect (4) introject

2. Although he looks young, he has more than 15 years of ____________.
(1) existence (2) exceptions (3) exertion (4) experience

3. Our manager is ____________ that Erik will become a valuable member of our team.
(1) confident (2) conceited (3) connected (4) confused

4. After the meeting, I took Erik on a tour to ____________ him with our building.
(1) computerize (2) standardize (3) prioritize (4) familiarize

C. Synonyms Synonyms are words that have the same or almost the same meaning. Write each word from the box next to its synonym below. The first one is done for you.

advance
✓aid
cautious
cooperate
error
improve
mend
occur
prior
suffering
try
vendors

______aid______ 1. assist
______________ 2. proceed
______________ 3. repair
______________ 4. preceding
______________ 5. merchants
______________ 6. participate
______________ 7. careful
______________ 8. refine
______________ 9. attempt
______________ 10. misery
______________ 11. mistake
______________ 12. happen

D. Antonyms Antonyms are words that have opposite or nearly opposite meanings. Write each word from the box next to its antonym below. The first one is done for you.

aware
demote
discouraged
failure
familiar
incapable
organized
passive
punctual
✓reject
stingy
temporary

______reject______ 1. accept
______________ 2. cluttered
______________ 3. strange
______________ 4. active
______________ 5. inspired
______________ 6. tardy
______________ 7. generous
______________ 8. promote
______________ 9. permanent
______________ 10. competent
______________ 11. unconscious
______________ 12. accomplishment

▶ Lesson 3

A. Analogies An analogy expresses a relationship between two sets of ideas. Study these examples.

Chin is to *face* as *toe* is to ______foot______.
(1) toenail (2) leg (3) foot (4) finger

The *chin* is part of the *face*, and the *toe* is part of the *foot*.

Day is to *night* as ________________ is to *dark*.
(1) midnight (2) light (3) afternoon (4) morning

Choice (2) light is correct. *Day* is the opposite of *night* and *light* is the opposite of *dark*.

Choose the word that completes the analogy, and write it on the line.

1. *Several* is to *multiple* as *one* is to ________________.
(1) few (2) number (3) single (4) lonely

2. *Success* is to *failure* as ________________ is to *drawbacks*.
(1) benefits (2) disappointments (3) results (4) effects

3. *Future* is to *projections* as *history* is to ________________.
(1) results (2) predictions (3) sales (4) goals

4. *Vocational* is to *occupation* as *recreational* is to ________________.
(1) employment (2) lunchtime (3) retirement (4) entertainment

5. *Contrasting* is to *comparable* as ________________ is to *similar*.
(1) same (2) different (3) alike (4) related

6. *Upgrade* is to *improve* as *downgrade* is to ________________.
(1) false (2) hill (3) recover (4) worsen

7. *Bookkeeper* is to *accounting* as *professor* is to ________________.
(1) instructing (2) students (3) lecture (4) classes

8. *Graph* is to *data* as *analogy* is to ________________.
(1) exercise (2) plot (3) relationship (4) test

B. Related Words Write the word that fits best in each blank below.

dependable
independently

1. Valuable employees are very ______________ and can work ______________.

attentively
attention
inattentive

2. Pay close ______________ to instructions from your supervisor. Workers who listen ______________ will learn more than those who are ______________.

unmotivated
motivate
motivational

3. Sometimes ______________ presentations can help to ______________ individuals who are ______________ at work.

excellent
excels

4. An employee who ______________ at working with others might make an ______________ supervisor.

C. Which Word Doesn't Fit? Consider the meanings of the words below. In each question, pick the word that does not fit with the rest and write it on the line. The first one is done for you.

1. certain	doubt	sure	positive	doubt
2. mentally	thought	feel	mind	______________
3. logical	desirable	rational	reasonable	______________
4. portable	laptop	computer	handheld	______________
5. configure	format	design	content	______________
6. harasser	troublemaker	employee	complainer	______________
7. diligent	hardworking	success	reliable	______________
8. program	keyboard	monitor	printer	______________
9. get	earn	want	acquire	______________

▶ Lesson 4

A. **Matching Definitions** Read these paragraphs. Then write each **boldface** word below on the line next to its definition.

Universal Declaration of Human Rights*

Article 1: All human beings are born free and equal in **dignity** and rights. They are **endowed** with reason and conscience and should act towards one another in a spirit of **brotherhood.**

Article 2: Everyone is **entitled** to all the rights and freedoms set forth in this **Declaration,** without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, **property,** birth or other status.

Furthermore, no **distinction** shall be made on the basis of the political, jurisdictional or international **status** of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other **limitation** of sovereignty.

Article 3: Everyone has the right to life, liberty and **security** of person.

dignity
endowed
brotherhood
entitled
declaration
property
distinction
status
limitation
security

________________ **1.** restriction or boundary
________________ **2.** public statement
________________ **3.** state of being worthy of respect
________________ **4.** freedom from danger or fear
________________ **5.** born with, given
________________ **6.** possessions
________________ **7.** position
________________ **8.** common humanity
________________ **9.** having a claim or right to
________________ **10.** differentiation or separation

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* from *Universal Declaration of Human Rights*, United Nations, GA res. 217 A (III), 10 December 1948

B. First Come—First Served The word *come* is used in many common sayings. Write each saying from the box next to its meaning.

come to blows
come hell or high water
come clean
come apart at the seams
come up in the world
come to light
come to grips with
come out in the wash
come up for air

______________________ **1.** improve one's status in life

______________________ **2.** begin to fight

______________________ **3.** become known

______________________ **4.** no matter what happens

______________________ **5.** pause for a break

______________________ **6.** face something seriously

______________________ **7.** reveal the whole story

______________________ **8.** suddenly lose emotional self-control

______________________ **9.** work out all right

C. Multiple Meanings Each word in *italics* below can have more than one meaning. Choose the best meaning for the way it is used, and write its number on the line. The first one is done for you.

__2__ **1.** If I study for the final exam, I can get a *decent* grade in this class.
(1) not obscene (2) satisfactory (3) moral

_____ **2.** Anita is old enough to *exercise* her right to a senior citizen's discount.
(1) use (2) train (3) stretch

_____ **3.** The new statue is on a cement *platform* in Memorial Park.
(1) design (2) raised surface (3) principles

_____ **4.** This graph shows the *mean* income for families in our county this year.
(1) unkind (2) intend (3) average

Lesson 5

A. Alfred Nobel Fill each blank with the word that fits best.

amassed
construction
dynamite
experimentation
exploded
harnessing
impossible
inventor
promote
reduce
unstable
weapons

Alfred Nobel was born in Stockholm, Sweden, in 1833. He studied engineering and chemistry and became an $\underset{1}{\underline{\hspace{3cm}}}$. One of Nobel's greatest achievements was $\underset{2}{\underline{\hspace{3cm}}}$ the power of nitroglycerin. At the time, scientists believed that nitroglycerin was too dangerous to be useful because it was so $\underset{3}{\underline{\hspace{3cm}}}$. In fact, Nobel's brother was killed when a factory $\underset{4}{\underline{\hspace{3cm}}}$ in 1864. But Nobel knew that a powerful explosive could $\underset{5}{\underline{\hspace{3cm}}}$ the cost and time of blasting rock and drilling tunnels. He was determined to find a way to use nitroglycerin in large $\underset{6}{\underline{\hspace{3cm}}}$ projects. After years of $\underset{7}{\underline{\hspace{3cm}}}$, he found a way to form nitroglycerin into rods. He called his invention "dynamite" and patented it in 1867. This $\underset{8}{\underline{\hspace{3cm}}}$ was safe to handle but easily set off by lighting its fuse.

During his lifetime, Nobel $\underset{9}{\underline{\hspace{3cm}}}$ 355 patents for his inventions. Many countries used his explosives to make deadly $\underset{10}{\underline{\hspace{3cm}}}$, but Nobel was more interested in peace. He once said he would like to invent "a substance or a machine with such terrible power of mass destruction that war would therefore be made $\underset{11}{\underline{\hspace{3cm}}}$ forever." Nobel continues to $\underset{12}{\underline{\hspace{3cm}}}$ peace today. His will directs that his fortune be used to award yearly prizes. Nobel Prizes are awarded for world peace, as well as physics, chemistry, medicine, literature, and economics.

B. Analogies Choose the term that completes the analogy, and write it on the line.

1. *Minority* is to *few* as *majority* is to ________________.
   (1) many (2) rule (3) election (4) number

2. *Suffering* is to *tragedy* as ________________ is to *comedy.*
   (1) laugh (2) humor (3) crying (4) comedian

3. *Descend* is to *depth* as *rise* is to ________________.
   (1) fly (2) plunge (3) mountain (4) height

4. *Monarchy* is to *king* as *democracy* is to ________________.
   (1) government (2) vote (3) queen (4) president

5. *Gradual* is to *sudden* as *one at a time* is to ________________.
   (1) two at a time (2) all at once (3) one by one (4) little by little

C. Definitions Each sentence below is from the reading in Lesson 5. Choose the best meaning for the word in *italics* and write its number on the line.

______ **1.** They tortured him *brutally.*
(1) quickly (2) savagely (3) regularly (4) lightly

______ **2.** The oppression of Guatemala's native Maya peoples dates from 1524, when the tiny Central American country was *conquered* by Spain.
(1) inhabited (2) bought (3) ruled (4) defeated

______ **3.** Meanwhile, the Ladino landowners, who had been taking land from peasants over the years, came one day to *seize* her home village.
(1) burn (2) capture (3) destroy (4) abandon

______ **4.** Still, she remains a *controversial* figure in Guatemala.
(1) questionable (2) popular (3) honored (4) unpopular

______ **5.** Suu Kyi is the daughter of Aung San, a *legendary* general.
(1) heroic (2) dead (3) famous (4) four-star

______ **6.** At first Suu Kyi stayed out of the *fray.*
(1) capital (2) family (3) conflict (4) group

Lesson 6

A. Related Words Write the word that fits best in each blank below.

discontented
contentment

1. I have been feeling quite ________________ since I completed the course. I think I need to find something interesting to do so that I can feel ________________ again.

conspiracy
conspired

2. The union members have ________________ to make some changes on the assembly line. They think their ________________ will force the factory's owner to comply with their demands.

satisfy
dissatisfied
satisfaction

3. I am so ________________ with the service at this dry cleaner that I will not come here anymore. I'm going to see if the new dry cleaner in town can ________________ me. Maybe then I will have some ________________!

reveals
revelation

4. This is the part of the movie that ________________ who the killer is. It is a startling ________________.

equality
equalize

5. The Equal Rights Commission works to ensure ________________ for everyone. Their goal is to ________________ the way people are treated.

disorganized
organizing
organizational

6. Fatima started her own business ________________ people's closets. She says it's amazing how ________________ some people are. And busy men and women are willing to pay her for her ________________ skills.

B. Categories Decide whether the words in each list below relate to administration, oppression, or revolution. Write the correct heading on each list.

Administration   Oppression   Revolution

____

discrimination
slavery
torture
racism
imprisonment
displacement

____

resistance
courage
guerrillas
equality
protests
freedom

____

dictatorship
authority
legislature
kingdom
democracy
communism

C. Similar, Opposite, or Unrelated For each pair of words below, decide whether the meanings are similar, opposite, or unrelated. Check the correct column. The first one is done for you.

Similar	Opposite	Unrelated	
✓	____	____	**1.** prodigious and immense
____	____	____	**2.** difficulties and obstacles
____	____	____	**3.** frigid and sweltering
____	____	____	**4.** precious and vicious
____	____	____	**5.** exalted and glorified
____	____	____	**6.** reveal and conceal
____	____	____	**7.** despair and hopefulness
____	____	____	**8.** humane and humorous
____	____	____	**9.** postpone and delay
____	____	____	**10.** straight and curvaceous
____	____	____	**11.** persecution and oppression
____	____	____	**12.** achieve and believe

▶ Lesson 7

A. Matching Definitions Read the story. Then write each **boldface** word below on the line next to its definition.

Competitive Diving

In **international** diving competitions, athletes dive from a flexible springboard and a fixed platform. Springboards are set 1 **meter** and 3 meters above the water. In Olympic-level competition, the diving platform is 10 meters above the water.

Dives are divided into groups. The group depends on how the diver leaves the board. *Forward* and *backward* are the simplest to understand, though not **necessarily** to perform. *Reverse* dives start forward and then change direction. *Inward* dives start backward and then change direction. A *twist* dive is an **elaboration** of a dive from another group. The diver adds a complete body **rotation.**

Springboard diving includes these five groups. Platform diving includes a sixth as well—the armstand. The diver starts the dive balanced on his or her arms at the end of the platform.

A dive is rated for **degree** of difficulty. This rating depends on four factors: body position; number of twists; number of **somersaults;** and whether the dive is from a 1-meter or 3-meter springboard or a platform. In **competition,** if two dives are done equally well, the more difficult dive gets a higher score.

international
meter
necessarily
elaboration
rotation
degree
somersaults
competition

________________ **1.** level

________________ **2.** more complex version

________________ **3.** spinning

________________ **4.** between different countries

________________ **5.** flips that turn head over heels

________________ **6.** a contest

________________ **7.** a measure of distance (roughly 39 inches)

________________ **8.** always

B. Multiple Meanings Each word in *italics* below can have more than one meaning. Choose the best meaning for the way it is used, and write its number on the line.

______ **1.** He won't really leave us behind. He just said that in *play.*
(1) fun
(2) perform on an instrument
(3) act on stage

______ **2.** Your kindness means a *lot* to me.
(1) piece of land (2) large amount (3) place to park

______ **3.** We've been *mad* at each other for too long.
(1) insane (2) very enthusiastic (3) angry

______ **4.** Can you point out the *legend* on the map?
(1) myth (2) caption (3) list of symbols

______ **5.** This map *projection* distorts the size of the continents.
(1) something that sticks out
(2) way to represent a curved surface on paper
(3) the act of throwing forward

C. The Prefix *dis-* The prefix *dis-* means "not" or "apart from." Choose the word from the box that best completes each sentence below.

disabled disappeared disorganized disrespect

1. The city made the courthouse accessible to ________________ people by adding a ramp.

2. I was angry because he spoke to me with ________________.

3. She is so ________________ that she can never find anything.

4. I saw the book here this morning, but now it has ________________.

▶ Lesson 8

A. Analogies Choose the term that completes the analogy, and write it on the line.

1. *Straightforward* is to *reveal* as *secretive* is to ________________.
(1) conceal (2) direct (3) crooked (4) advertise

2. *Sadden* is to *joy* as *humiliate* is to ________________.
(1) understanding (2) friendship (3) dignity (4) anger

3. *Unfortunate* is to *tragic* as *surprising* is to ________________.
(1) gift (2) incredible (3) expected (4) mournful

4. *Proceed* is to *continue* as *loiter* is to ________________.
(1) litter (2) lawyer (3) leader (4) linger

5. *School* is to *graduation* as *work* is to ________________.
(1) retirement (2) quitting time (3) vacation (4) hiring

B. Down on the Farm Many expressions in English are related to crops and farm animals. Write each saying from the box next to its definition.

carrot and stick
chicken feed
dark horse
get someone's goat
hot potato
road hogs
spill the beans

________________________ **1.** drivers who use more than their share of the road
________________________ **2.** irritate someone
________________________ **3.** system of reward and punishment
________________________ **4.** something no one wants to be responsible for
________________________ **5.** tell a secret
________________________ **6.** little-known political candidate
________________________ **7.** small amount of money

C. Related Words Write the word that fits best in each blank below.

popular
population

1. Our banquet hall has become very ________________ since the town's ________________ found out about it.

arrange
arrangements

2. If you'll ________________ the flowers for today's reception, I'll put the ________________ on the tables.

exactly
exacting

3. This job is very ________________. You have to be sure everything is ________________ right.

married
marriage

4. The bride and groom got ________________ this morning, and they look forward to a long, happy ________________.

beliefs
believe

5. They ________________ in different religions, but they respect each other's ________________.

study
students

6. They met when they were high school ________________, and they used to ________________ together.

favors
favorite

7. The math teacher says the bride was her ________________ student, but the English teacher ________________ the groom.

breath
breathless

8. Before the wedding, the groom felt ________________, so he rested until he caught his ________________.

comforts
comfortable

9. They both like to be ________________ when they travel, so they chose a honeymoon hotel that offers many ________________.

Lesson 9

A. Grandparents Raising Grandchildren Fill each blank with the word that fits best.

assistance
encounter
exhausting
household
instances
poverty
reside
stamina
uninsured
wrenching

Many children in the United States live with their grandparents, and the number is increasing, according to the U.S. Census Bureau. In some ________________ 1, grandparents have moved in with their kids and grandkids. But in most cases, kids and grandkids—or grandkids alone—________________ 2 with the grandparents.

More than a million children live without their parents in a grandparent's ________________ 3. Half the grandchildren in such families are under age 6. The families face financial problems. More than one-quarter of them live in ________________ 4, and one-third have no health insurance. Children who live with their grandmother alone are most likely to be poor. Children who live with both grandparents are most likely to be ________________ 5.

Grandparents who care for their grandkids ________________ 6 many challenges. They are likely to have less physical ________________ 7 than earlier in their lives, and many find active children to be ________________ 8. Some live on fixed incomes and can get little or no government ________________ 9 in caring for the kids. Custody and financial planning are complex issues for these families, and grandparents often need to seek legal advice. And dealing with the children's parents—if they are still living—can be emotionally ________________ 10 for everyone involved.

B. Definitions Each sentence below is from Lesson 9. Choose the best meaning for the word in *italics* and write its number on the line.

______ **1.** For many years, it was fairly *typical* for a U.S. household to include a married couple and their children.

(1) unusual (2) moral (3) normal (4) mistaken

______ **2.** The first graph shows *data* on the size of U.S. households in 1995.

(1) stories (3) days and times

(2) numerical information (4) pictures

______ **3.** Think about your prior knowledge of recent *trends* in marriage, divorce, and family relationships.

(1) movement (2) affection (3) steps (4) problems

______ **4.** The *percentage* of children under 18 living with both parents has declined in recent years.

(1) majority (3) measurement

(2) number out of 100 (4) number in thousands

C. Family Milestones Decide whether the terms in the box are related to birth, marriage, or death. Write each term under the correct category. The first one is done for you.

✓anniversary
betrothal
cemetery
deceased
funeral
honeymoon
infancy
labor
lullaby
maternity
matrimony
mourning
pall bearer
spouse
trimester

Birth	**Marriage**	**Death**
______	anniversary	______
______	______	______
______	______	______
______	______	______
______	330	______

▶ Lesson 10

A. Matching Definitions Read the story. Then write each **boldface** word below on the line next to its definition.

Another Insight

In 1968, Spencer Silver, a chemist at 3M, was trying to create a super-sticky **adhesive.** Instead, he found one that wasn't very sticky at all. He didn't quite know what to do with it, but he didn't **discard** it.

Arthur Fry sang in his church choir. He used paper bookmarks, but they fell out of the **hymnal.** Fry was a 3M researcher. One day, he had an **insight.** He could put Silver's adhesive on paper strips. The strips would stick but wouldn't **mar** the pages.

Fry told his supervisor about his idea for self-stick removable notes. It went on to become one of 3M's best-known products—Post-it brand notes.

adhesive
discard
hymnal
insight
mar

________________ **1.** throw away

________________ **2.** damage

________________ **3.** sudden idea or understanding

________________ **4.** glue

________________ **5.** book of religious songs

B. Multiple Meanings Each word in *italics* below can have more than one meaning. Choose the best meaning for the way it is used, and write its number on the line.

______ **1.** Newton suddenly understood the law of *gravity.*
(1) seriousness (2) importance (3) natural force of attraction

______ **2.** The theory allowed him to explain why planets *stay* in their orbits.
(1) remain (2) delay (3) pause

C. Synonyms Write each word from the box next to its synonym below.

blossom
confounding
despair
expectant
fragrance
marvel
mimicry
portion
repentance
satisfaction
sensation
tussle

________________ **1.** bloom
________________ **2.** aroma
________________ **3.** miracle
________________ **4.** confusing
________________ **5.** guilt
________________ **6.** section
________________ **7.** contentment
________________ **8.** feeling
________________ **9.** imitation
________________ **10.** struggle
________________ **11.** waiting
________________ **12.** hopelessness

D. Antonyms Write each word from the box next to its antonym below.

continually
eventful
fragmented
immeasurable
keenly
linger
passionate
praise
tangible
uncomprehending
upturned
vainly

________________ **1.** downcast
________________ **2.** dully
________________ **3.** limited
________________ **4.** untouchable
________________ **5.** successfully
________________ **6.** monotonous
________________ **7.** understanding
________________ **8.** criticize
________________ **9.** unemotional
________________ **10.** whole
________________ **11.** only once
________________ **12.** depart

▶ Lesson 11

A. Categories In Lesson 11, you practiced filling in a hospital admission form. Write each medical term under the correct category.

biopsy
blood count
bronchitis
cirrhosis
diabetes
EKG
EMT
glaucoma
mammogram
nutritionist
pharmacist
physician
pneumonia
sonogram
surgeon
therapist
tuberculosis
urinalysis

Medical Problems	Medical Tests	Medical Workers
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________

B. Which Word Doesn't Fit? Consider the meanings of the words below. In each question, pick the word that does not fit with the rest and write it on the line.

1. inhibited disappointed reserved introverted ____________

2. attractive carefree contented gleeful ____________

3. anxious nervous fearful defiant ____________

4. trusting innocent ethical naive ____________

5. commonplace scatterbrained everyday average ____________

6. superior exceptional loyal outstanding ____________

7. neighborly approachable awkward friendly ____________

8. informal extravagant unrestrained greedy ____________

C. Related Words Write the word that fits best in each blank below

protect
protection

1. When Edie wanted to ______________ herself from breast cancer, her doctor said that the best ______________ was regular mammograms.

danger
dangerous

2. Edie asked if a mammogram could be ______________, and the doctor said that cancer was a bigger ______________.

curious
curiosity

3. Edie was ______________ about what her first mammogram would be like, so she called the hospital to satisfy her ______________.

described
description

4. A nurse ______________ the procedure, and Edie thanked her for the ______________.

received
receptionist

5. When she arrived at the hospital, Edie was ______________ by a very helpful ______________.

predicted
prediction

6. He ______________ that the mammogram would turn out fine, and Edie hoped that his ______________ was right.

register
registration

7. He directed Edie to the ______________ desk so that she could ______________ as a patient.

nerves
nervous

8. Edie usually had no problem with ______________, but the mammogram made her ______________.

empathy
empathized

9. The mammogram technician ______________ with Edie's nervousness, and she was grateful for the ______________.

▶ Lesson 12

A. Matching Definitions Read the story. Then write each **boldface** word below on the line next to its definition.

Life-Changing Literacy

Florence Chikwesahene married young and had four children. She had no schooling and no skills other than being a mother and an **obedient** wife. After a few years, her husband threw her and the children out of their home.

Florence was homeless and **terrified.** "I cried for several days without stopping," she recalls. Word of Florence's **plight** reached leaders at the Wadzanai Cooperate Center in Zimbabwe in southern Africa. They invited her to join a literacy class.

Florence loved the classes and the women learners. In addition to reading and writing, she learned skills that **enabled** her to make a living. She began working as a **seamstress,** and she no longer had to dress her children in rags.

As the learners **advanced** in the classes, they learned to produce sunflower oil to use and sell, build furniture and door frames, grow fruits and vegetables, and make **latrines.**

Eventually, Florence became head of the Wadzanai Cooperate Center. "Now I am able to help others," she exclaims proudly.

obedient
terrified
plight
enabled
seamstress
advanced
latrines
eventually

________________ **1.** bad situation

________________ **2.** woman who sews

________________ **3.** inclined to obey

________________ **4.** after some time

________________ **5.** outdoor toilets, outhouses

________________ **6.** very frightened

________________ **7.** made able

________________ **8.** moved ahead

B. Definitions Each sentence below is from the reading in Lesson 12. Choose the best meaning for the word in *italics* and write its number on the line.

______ **1.** Corcoran . . . lived in terror that someone might expose his *unspeakable* secret.
(1) loud (2) silent (3) disgraceful (4) unknown

______ **2.** His *cautionary* tales have awakened thousands to the horrors of illiteracy.
(1) warning (2) entertaining (3) horrifying (4) timid

______ **3.** They just figured he was lazy, *rebellious,* or stupid.
(1) morally bad (2) retarded (3) defiant (4) partially blind

______ **4.** He . . . arranged to sit beside good students and *laboriously* copy their work.
(1) with great effort (2) secretly (3) dishonestly (4) angrily

______ **5.** Words emerged where there had been only *infuriating* squiggles.
(1) causing confusion (3) causing rage
(2) causing sadness (4) causing helplessness

______ **6.** Corcoran's fears of a public *backlash* have proved groundless.
(1) disgrace (2) poverty (3) retreat (4) negative reaction

C. Analogies Choose the term that completes the analogy, and write it on the line.

1. *Emerge* is to *appear* as ________________ is to *vanish.*
(1) visible (2) hidden (3) obvious (4) fade away

2. *Groundless* is to *proven* as *error* is to ________________.
(1) mistake (2) fact (3) opinion (4) unproven

3. *Fugitive* is to *pursuer* as *car* is to ________________.
(1) trailer (2) windshield (3) highway (4) tow truck

4. *Stricken* is to *overwhelmed* as *enraged* is to ________________.
(1) fearful (2) furious (3) joyous (4) anger

5. *Frustration* is to *discouraged* as *accomplishment* is to ________________.
(1) goal (2) effort (3) satisfied (4) success

Answer Key

Lesson 1

A. What's Eating You? (p. 4)

1. eat your words
2. chew the fat
3. bite off more than you can chew
4. fed up
5. eat it up
6. chew the scenery

B. Making Words (p. 4)

1. accept / ance
2. im / mediate / ly
3. im / personal
4. un / licensed
5. in / active
6. in / nocent / ly
7. ir / regular
8. assist / ance
9. im / mature
10. large / ly
11. fragr / ance
12. un / certain

C. More Making Words (p. 5)

unsure
lately
impossible
possibly
assurance
irresistibly
uncomfortable
comfortably

D. Which Word Fits Best? (p. 5)

1. uncomfortable
2. lately
3. unsure
4. irresistibly
5. impossible
6. comfortably
7. assurance
8. possibly

Lesson 2

A. The Prefix *per-* (p. 6)

1. persuade
2. perceive
3. percentage
4. perplex
5. permanent
6. peruse
7. perfect
8. perpetrate
9. persistent
10. persevere
11. permeate
12. persecute

B. Which Word Fits Best? (p. 6)

1. introduce
2. experience
3. confident
4. familiarize

C. Synonyms (p. 7)

1. aid
2. advance
3. mend
4. prior
5. vendors
6. cooperate
7. cautious
8. improve
9. try
10. suffering
11. error
12. occur

D. Antonyms (p. 7)

1. reject
2. organized
3. familiar
4. passive
5. discouraged
6. punctual
7. stingy
8. demote
9. temporary
10. incapable
11. aware
12. failure

Lesson 3

A. Analogies (p. 8)

1. single
2. benefits
3. results
4. entertainment
5. different
6. worsen
7. instructing
8. relationship

B. Related Words (p. 9)

1. dependable, independently
2. attention, attentively, inattentive
3. motivational, motivate, unmotivated
4. excels, excellent

C. Which Word Doesn't Fit? (p. 9)

1. doubt
2. feel
3. desirable
4. computer
5. content
6. employee
7. success
8. program
9. want

Lesson 4

A. Matching Definitions (p. 10)

1. limitation
2. declaration
3. dignity
4. security
5. endowed
6. property
7. status
8. brotherhood
9. entitled
10. distinction

B. First Come—First Served (p. 11)

1. come up in the world
2. come to blows
3. come to light
4. come hell or high water
5. come up for air
6. come to grips with
7. come clean
8. come apart at the seams
9. come out in the wash

C. Multiple Meanings (p. 11)

1. (2)
2. (1)
3. (2)
4. (3)

▼ Lesson 5

A. Alfred Nobel (p. 12)

1. inventor
2. harnessing
3. unstable
4. exploded
5. reduce
6. construction
7. experimentation
8. dynamite
9. amassed
10. weapons
11. impossible
12. promote

B. Analogies (p. 13)

1. many
2. humor
3. height
4. president
5. all at once

C. Definitions (p. 13)

1. (2)
2. (4)
3. (2)
4. (1)
5. (3)
6. (3)

▼ Lesson 6

A. Related Words (p. 14)

1. discontented, contentment
2. conspired, conspiracy
3. dissatisfied, satisfy, satisfaction
4. reveals, revelation
5. equality, equalize
6. organizing, disorganized, organizational

B. Categories (p. 15)

Oppression
discrimination
slavery
torture
racism
imprisonment
displacement

Revolution
resistance
courage
guerrillas
equality
protests
freedom

Administration
dictatorship
authority
legislature
kingdom
democracy
communism

C. Similar, Opposite, or Unrelated (p. 15)

1. similar
2. similar
3. opposite
4. unrelated
5. similar
6. opposite
7. opposite
8. unrelated
9. similar
10. opposite
11. similar
12. unrelated

▼ Lesson 7

A. Matching Definitions (p. 16)

1. degree
2. elaboration
3. rotation
4. international
5. somersaults
6. competition
7. meter
8. necessarily

B. Multiple Meanings (p. 17)

1. (1)
2. (2)
3. (3)
4. (3)
5. (2)

C. The Prefix (p. 17)

1. disabled
2. disrespect
3. disorganized
4. disappeared

▼ Lesson 8

A. Analogies (p. 18)

1. conceal
2. dignity
3. incredible
4. linger
5. retirement

B. Down on the Farm (p. 18)

1. road hogs
2. get someone's goat
3. carrot and stick
4. hot potato
5. spill the beans
6. dark horse
7. chicken feed

C. Related Words (p. 19)

1. popular, population
2. arrange, arrangements
3. exacting, exactly
4. married, marriage
5. believe, beliefs
6. students, study
7. favorite, favors
8. breathless, breath
9. comfortable, comforts

▼ Lesson 9

A. Grandparents Raising Grandchildren (p. 20)

1. instances
2. reside
3. household
4. poverty
5. uninsured
6. encounter
7. stamina
8. exhausting
9. assistance
10. wrenching

B. Definitions (p. 21)

1. (3)
2. (2)
3. (1)
4. (2)

C. Family Milestones (p. 21)

Birth
infancy
labor
lullaby
maternity
trimester

Marriage
anniversary
betrothal
honeymoon
matrimony
spouse

Death
cemetery
deceased
funeral
mourning
pall bearer

▼ Lesson 10

A. Matching Definitions (p. 22)

1. discard
2. mar
3. insight
4. adhesive
5. hymnal

B. Multiple Meanings (p. 22)

1. (3)
2. (1)

C. Synonyms (p. 23)

1. blossom
2. fragrance
3. marvel
4. confounding
5. repentance
6. portion
7. satisfaction
8. sensation
9. mimicry
10. tussle
11. expectant
12. despair

D. Antonyms (p. 23)

1. upturned
2. keenly
3. immeasurable
4. tangible
5. vainly
6. eventful
7. uncomprehending
8. praise
9. passionate
10. fragmented
11. continually
12. linger

▼ Lesson 11

A. Categories (p. 24)

Medical Problems
bronchitis
cirrhosis
diabetes
glaucoma
pneumonia
tuberculosis

Medical Tests
biopsy
blood count
EKG
mammogram
sonogram
urinalysis

Medical Workers
EMT
nutritionist
pharmacist
physician
surgeon
therapist

B. Which Word Doesn't Fit? (p. 24)

1. disappointed
2. attractive
3. defiant
4. ethical
5. scatterbrained
6. loyal
7. awkward
8. informal

C. Related Words (p. 25)

1. protect, protection
2. dangerous, danger
3. curious, curiosity
4. described, description
5. received, receptionist
6. predicted, prediction
7. registration, register
8. nerves, nervous
9. empathized, empathy

▼ Lesson 12

A. Matching Definitions (p. 26)

1. plight
2. seamstress
3. obedient
4. eventually
5. latrines
6. terrified
7. enabled
8. advanced

B. Definitions (p. 27)

1. (3)
2. (1)
3. (3)
4. (1)
5. (3)
6. (4)

C. Analogies (p. 27)

1. fade away
2. fact
3. trailer
4. furious
5. satisfied

Vocabulary Workbook

Voyager

Reading and Writing for Today's Adults

6

The vocabulary workbooks for *Voyager: Reading and Writing for Today's Adults* build students' vocabularies and increase their knowledge about words in a variety of contexts and formats. Exercises cover compound words, prefixes, roots, suffixes, synonyms, antonyms, analogies, word meanings, idioms, and more. The exercises correspond with *Voyager* student book lessons.

Components of
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9 Student Books
9 Workbooks
9 Vocabulary Workbooks
9 Puzzle Books
4 Teacher's Resource Guides
  (including photocopy masters)
Placement Tool
Scoring Booklets
Diplomas

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Voyager

Reading and Writing for Today's Adults

Student Booklet

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9 8 7 6 5 4 3

List V-F

1. the
2. and
3. in
4. he
5. for
6. but
7. not
8. can
9. do
10. all
11. are
12. you
13. have
14. with
15. work
16. stop
17. come
18. they
19. morning
20. birthday

List V-1

1. my
2. boy
3. saw
4. from
5. gave
6. when
7. high
8. fire
9. about
10. store
11. laugh
12. next
13. street
14. over
15. could
16. think
17. ground
18. began
19. picture
20. children

List V-2

1. tie
2. song
3. replay
4. know
5. family
6. unhappy
7. round
8. eight
9. without
10. happen
11. anything
12. different
13. myself
14. answer
15. breakfast
16. remember
17. everyone
18. thought
19. together
20. beautiful

List V-3

1. chief
2. discover
3. expect
4. teacher
5. mistake
6. afternoon
7. hundred
8. quickly
9. usually
10. sometimes
11. mountain
12. understand
13. automobile
14. dangerous
15. basketball
16. question
17. important
18. inventor
19. probably
20. government

List V-4

1. habit
2. adult
3. health
4. change
5. column
6. problem
7. selection
8. favorite
9. disease
10. nervous
11. chocolate
12. medicine
13. research
14. exercise
15. compare
16. hamburger
17. neighborhood
18. dictionary
19. community
20. information

List V-5

1. limit
2. angry
3. amount
4. choice
5. credit
6. savings
7. college
8. manage
9. provide
10. symbol
11. expense
12. enrollment
13. various
14. interview
15. capital
16. accident
17. graduate
18. emergency
19. education
20. transportation

List V-6

1. courage
2. request
3. theme
4. federal
5. anxious
6. success
7. military
8. physical
9. establish
10. conditions
11. sensitive
12. character
13. employee
14. experience
15. authority
16. occupation
17. appreciate
18. knowledge
19. opportunity
20. arrangement

Pete's Plumbing

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Pat's Problem

Pat has a problem with a pipe.

She has a pipe that drips.

Pat calls a plumber.

The plumber puts in a new pipe.

The drip stops, so Pat is happy.

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Rosa Parks

A Bus Ride

In 1955, Alabama had an unfair law. The law said that white people could sit anywhere on a bus. But black people had to sit in the back.

One day Rosa Parks got on a bus. She sat down. But a white man wanted her seat. Rosa Parks did not move. She did not think the law was fair.

Rosa Parks broke the law. She was arrested. Black people were mad. They didn't ride the buses for 381 days.

At last the law was changed. Now people can have any seat on a bus.

Grandma Pat

Lately I have been thinking of Grandma Pat. When I was a boy, I spent a lot of time at Grandma Pat's. She cooked me dinner when my mom and dad were working. And she told me the best stories. I could listen to her stories all day.

When I grew older, I would visit her. She was always glad to see me. When I had a problem, Grandma Pat would understand. "Sit down. Tell me what is bothering you," she would say. We would sit in her kitchen. I would talk and she would listen. She acted as if she would listen all day.

Now I know how lucky I was to have Grandma Pat. She was someone who always cared for me. She was someone I could tell my secrets to. Most of all, she made me feel like someone special.

Today I look at my little granddaughter. She is only two months old. But I promise her one thing. I will always try to be there for her—the way Grandma Pat was there for me.

Nothing New

Gary and Trish had been married for seven years. They had seen some good times together. But the last few years, they always seemed to be fighting. Trish thought Gary spent too much money. Gary felt Trish nagged him all the time. He had started to think of getting a divorce. He went to his parents' home to talk about it.

"Come on in," his father greeted him. His father's smile faded when he saw the look on Gary's face. He listened quietly as Gary told what he was thinking.

"You know, Gary, you sound like me many years ago. There was a time when your mother and I almost got a divorce."

"What!" Gary exclaimed.

"Oh, yes," his father went on. "Most marriages go through a time like you're having now. But in the end, your mother and I wouldn't let it happen. You were just two years old at the time. We both then decided we had to make our marriage work. And I've been happy we did for thirty years."

Gary thought of his own young son. "You're right, Dad. At the least, Trish and I have to try harder."

Eat More Fruits and Vegetables

Adapted from the U.S. Department of Health and Human Services

Did you know that eating five fruits and vegetables a day is one of the most important things you can do to stay healthy?

Top health experts agree. Eating more fruits and vegetables is essential for better health! Experts all tell us that we should eat a balanced diet. It should be low in fat and have lots of fruits and vegetables.

Fruits and vegetables may lower your risk of cancer! 35% of all cancer deaths may be related to a diet high in fat and low in fiber. Fruits and vegetables help cut your risk of cancer. They are low in fat and are rich sources of vitamins A and C and fiber. A good diet is low in saturated fat and has plenty of high-fiber foods. It can cut the risk of heart disease, as well.

Eat five servings of fruits and vegetables a day! Eat them with many different foods. One serving is any one of the following:

- 1/2 cup of fruit
- 3/4 cup juice
- 1/2 cup cooked vegetable
- 1 cup leafy vegetable
- 1/4 cup dried fruit

Eat a variety of fruits and vegetables! They are all good for you. Be sure to include each day those that are high in vitamins A and C and fiber. They will help you stay healthy.

Being a Smart Borrower

Think carefully before you borrow money. Taking out a loan can help solve some problems, but paying off a debt can be expensive. Borrow only when you really need extra money right away.

For example, you might need to make major repairs to your car, or your child might need a lot of dental work. For problems like these you need a lot of money quickly, and a loan might be the answer.

People also borrow for large purchases and long-term goals. This allows you to use an item you buy while you are paying for it. For instance, most people take out a loan to buy a car or a house, and many people borrow to cover the cost of job training or college.

It's best not to take on a big debt unless you really need to. Before borrowing, ask yourself these questions:

- Do I really need to buy this now?
- Is it still a good deal when the interest (cost of borrowing money) is added to the price of the item?
- Can I afford the payments?

If you answer "no" to any of these questions, a loan might *cause* more problems than it solves.

If you decide to borrow, shop around for the best loan for you. Check with different banks, and ask about different types of loans. Get the lowest interest rate you can find.

Finally, get all of your questions answered. Be sure you understand the fine print on any loan contract before you sign it. Ask about your right to change your mind. Be a smart borrower.

Learning on the Job

One way to succeed on the job is to keep on learning. The world changes fast. Workers have to learn new skills to keep up.

Mastering Computer Skills

If you work in an office, you know how important computer skills are. Learning word processing or a graphics program can make you a more valuable employee. It may help you get promoted, too.

These days, it's not just office workers who use computers. Line workers in steel mills and printing press operators must use computers, too. In some restaurants, servers use handheld computers to send food orders to the kitchen instantly.

Serving Your Customers

You've heard the old saying, "The customer is always right." In today's world, that's more true than ever. And "customer" is being defined more broadly, as well.

There are the external customers—the people who buy a company's product or use its services. Now workers have to please internal customers, too. For example, suppose you work in the warehouse of a big discount store. All the salespeople want to make sure their sections are well stocked with merchandise. They are your internal customers. If you work in the accounting department, each employee whose paychecks or W-2 forms pass through your hands is your customer. This approach helps everyone in the company to be more productive.

Continuing Your Education

You can keep up-to-date by continuing your education. Smart employers know that it's well worth the cost to send workers to classes. Through training, workers can improve their current skills and learn new ones. If you want to take a class, tell your boss how you will be more productive as a result. Most employers are happy to hear their employees are willing to take on more training. You benefit by learning new skills. And you increase your worth on the job market.

11 ◄

Voyager Placement Tool for Levels Foundation–6

INSTRUCTIONS

Purpose

The *Voyager Placement Tool* is designed to help you place students at the appropriate instructional level in the *Voyager* series. Appropriate placement is that level at which a student is challenged but not frustrated. Use the information you gather from this placement tool together with other information you have about a student to determine the *Voyager* book in which a student should start.

Description

The *Voyager Placement Tool* is designed to be given to each student individually. It typically takes 20–30 minutes to administer. The tool is divided into two parts.

Part 1: Word Lists

Part 1 consists of seven lists of words. Each list has 20 words taken from the corresponding *Voyager* book (List V-F corresponds to *Voyager Foundation Book*, List V-1 to *Voyager 1*, and so on). The lists can give you an idea of the size of a student's sight vocabulary and an indication of the student's proficiency at applying decoding skills.

Part 2: Reading Comprehension

Part 2 consists of seven reading passages, each of which is taken from an early lesson of the corresponding *Voyager* book. Following each passage are five comprehension questions that are typical of those asked in *Voyager.* They include both literal and inferential comprehension questions.

Administering the Tool

Administer the placement tool in a quiet, informal setting. If possible, sit across a table from the student. This seating arrangement allows you to mark the Teacher Scoring Guide without distracting the student. Begin by explaining that the purpose of the word lists and readings is to place the student in the *Voyager* book that matches his or her reading abilities. Describe the process by saying:

"First you will read one or more lists of words out loud. Then you will read one or more reading passages. After you have read a passage aloud, you will have a chance to reread the passage silently. Then I will ask you some questions about what you have read. You may look at the passage as you answer the questions."

Ask if the student has any questions before you begin, and try to ease any test anxiety the student has.

Administering Part 1: Word Lists

Have the student begin by reading aloud the first word list in the Student Booklet. In your Teacher Scoring Guide, put a plus mark (+) next to words that the student reads correctly and a minus sign (–) next to words the student cannot read correctly. In addition, write the student's incorrect response next to the word. Recording these responses will help you analyze the student's decoding skills after the tool is administered. Do not count as an error any word that the student corrects without help from you, and be sure to differentiate between true errors and differences in dialects or accents. If you have difficulty understanding a student's pronunciation but suspect that the student knows the word, ask the student to use the word in a sentence. If the student misses four words or fewer, go on to the next word list.

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9 8 7 6 5 4 3 2

Determining When to Stop Continue administering the word lists until the student misses five words in a given list. At that point, discontinue Part 1 and begin Part 2.

Administering Part 2: Reading Comprehension

To determine where to start a student in Part 2, see the chart on page 5 of the Teacher Scoring Guide.

Have the student read each selection aloud so that you can assess word recognition skills in context. Have the student turn to the indicated page in the Student Booklet. On the corresponding page in the Teacher Scoring Guide, read aloud the introduction to the selection. Then say:

"Read this passage aloud. When you have finished reading, I will give you a chance to read it again silently. Then I'll ask you some questions about what you have read. You can refer to the passage when answering the questions."

Word Recognition Errors As the student reads aloud, underline key words that the student miscalls and cross out key words that the student skips. A key word is one that will change the meaning of a sentence or interfere with comprehension if it is misread or omitted. Count the number of key words the student miscalled or omitted. Do not count the same word more than once. Then write the total on the line provided at the bottom of each page in the Teacher Scoring Guide.

Comprehension Questions When a student has finished reading a selection aloud, give the student the option of reading it again silently before you begin asking the questions listed in the Teacher Scoring Guide. To ensure that you measure comprehension rather than memorization, allow the student to refer to his or her copy of the selection while answering questions. The answers given in the Teacher Scoring Guide are examples of acceptable answers. You should accept any response that clearly indicates the student has understood what he or she read.

Determining When to Stop Discontinue Part 2 when the student misses either

- more than the maximum number of key words allowed for that selection, *or*
- two or more comprehension questions

Determining Placement

In general, you should begin a student in the *Voyager* book that corresponds to the level at which you stopped testing. Also take into consideration any other information you have. For example, if you have standardized test results for a student, consider those scores as well when placing the student. If scores conflict or you have difficulty determining the level at which to place a student, you may have the student complete the Skills Preview for the *Voyager* book at which you stopped testing. The score on the Skills Preview can help you determine if a book matches the student's skill levels.

Keep in mind that students who have reasonable sight word vocabularies and basic decoding skills but whose general knowledge is weak or who have trouble interpreting what they read may do significantly better on Part 1 than on Part 2. When this occurs, use the results on Part 2 to determine placement in the *Voyager* series. This will help ensure that the student has the appropriate reasoning and comprehension skills to be successful with the *Voyager* program.

Regardless of the level at which you place a student, you should carefully monitor the student's performance in the first few lessons. If the student is having significant difficulty and exhibits frustration, consider placing the student at the next lower level. Explain that the student will get the best results reading at a level that is both challenging and comfortable. Your personal observations of a student's reading abilities should inform your placement decisions as well as any adjustments you need to make.

CE

Voyager

Reading and Writing for Today's Adults

Teacher Scoring Guide

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Part 1: Word Lists

Student's Name ______________________________ **Date** ____________________

Directions: Put a plus mark (+) next to words that the student reads correctly. Put a minus sign (–) next to words the student cannot read correctly. Write the student's incorrect response next to the word.

List V-F

____ 1. the
____ 2. and
____ 3. in
____ 4. he
____ 5. for
____ 6. but
____ 7. not
____ 8. can
____ 9. do
____ 10. all
____ 11. are
____ 12. you
____ 13. have
____ 14. with
____ 15. work
____ 16. stop
____ 17. come
____ 18. they
____ 19. morning
____ 20. birthday

Total Missed ____

List V-1

____ 1. my
____ 2. boy
____ 3. saw
____ 4. from
____ 5. gave
____ 6. when
____ 7. high
____ 8. fire
____ 9. about
____ 10. store
____ 11. laugh
____ 12. next
____ 13. street
____ 14. over
____ 15. could
____ 16. think
____ 17. ground
____ 18. began
____ 19. picture
____ 20. children

Total Missed ____

▶ Stop testing when a student misses 5 or more words on a single list.

Directions: Put a plus mark (+) next to words that the student reads correctly. Put a minus sign (–) next to words the student cannot read correctly. Write the student's incorrect response next to the word.

List V-2

____ 1. tie
____ 2. song
____ 3. replay
____ 4. know
____ 5. family
____ 6. unhappy
____ 7. round
____ 8. eight
____ 9. without
____ 10. happen
____ 11. anything
____ 12. different
____ 13. myself
____ 14. answer
____ 15. breakfast
____ 16. remember
____ 17. everyone
____ 18. thought
____ 19. together
____ 20. beautiful

Total Missed ____

List V-3

____ 1. chief
____ 2. discover
____ 3. expect
____ 4. teacher
____ 5. mistake
____ 6. afternoon
____ 7. hundred
____ 8. quickly
____ 9. usually
____ 10. sometimes
____ 11. mountain
____ 12. understand
____ 13. automobile
____ 14. dangerous
____ 15. basketball
____ 16. question
____ 17. important
____ 18. inventor
____ 19. probably
____ 20. government

Total Missed ____

▶ Stop testing when a student misses 5 or more words on a single list.

Directions: Put a plus mark (+) next to words that the student reads correctly. Put a minus sign (–) next to words the student cannot read correctly. Write the student's incorrect response next to the word.

List V-4

___ 1. habit
___ 2. adult
___ 3. health
___ 4. change
___ 5. column
___ 6. problem
___ 7. selection
___ 8. favorite
___ 9. disease
___ 10. nervous
___ 11. chocolate
___ 12. medicine
___ 13. research
___ 14. exercise
___ 15. compare
___ 16. hamburger
___ 17. neighborhood
___ 18. dictionary
___ 19. community
___ 20. information

Total Missed ___

List V-5

___ 1. limit
___ 2. angry
___ 3. amount
___ 4. choice
___ 5. credit
___ 6. savings
___ 7. college
___ 8. manage
___ 9. provide
___ 10. symbol
___ 11. expense
___ 12. enrollment
___ 13. various
___ 14. interview
___ 15. capital
___ 16. accident
___ 17. graduate
___ 18. emergency
___ 19. education
___ 20. transportation

Total Missed ___

List V-6

___ 1. courage
___ 2. request
___ 3. theme
___ 4. federal
___ 5. anxious
___ 6. success
___ 7. military
___ 8. physical
___ 9. establish
___ 10. conditions
___ 11. sensitive
___ 12. character
___ 13. employee
___ 14. experience
___ 15. authority
___ 16. occupation
___ 17. appreciate
___ 18. knowledge
___ 19. opportunity
___ 20. arrangement

Total Missed ___

▶ Stop testing when a student misses 5 or more words on a single list.

Part 2: Reading Comprehension

Where to start in Part 2

If student stops Part 1 with	Start Part 2 with
Word List V-F	Selection V-F
Word List V-1	Selection V-F
Word List V-2	Selection V-F
Word List V-3	Selection V-1
Word List V-4	Selection V-2
Word List V-5	Selection V-3
Word List V-6	Selection V-4

Administering Part 2: Reading Comprehension

Have the student read each selection aloud so that you can assess word recognition skills in context. Have the student turn to the indicated page in the Student Booklet. On the corresponding page in the Teacher Scoring Guide, read aloud the introduction to the selection. Then say:

"Read this passage aloud. When you have finished reading, I will give you a chance to read it again silently. Then I'll ask you some questions about what you have read. You can refer to the passage when answering the questions."

Word Recognition Errors As the student reads aloud, underline key words that the student miscalls and cross out key words that the student skips. A key word is one that will change the meaning of a sentence or interfere with comprehension if it is misread or omitted. Count the number of key words the student miscalled or omitted. Do not count the same word more than once. Then write the total on the line provided at the bottom of each page in the Teacher Scoring Guide.

Comprehension Questions When a student has finished reading a selection aloud, give the student the option of reading it again silently before you begin asking the questions listed in the Teacher Scoring Guide. To ensure that you measure comprehension rather than memorization, allow the student to refer to his or her copy of the selection while answering questions. The answers given in the Teacher Scoring Guide are examples of acceptable answers. You should accept any response that clearly indicates the student has understood what he or she read. Put a plus mark (+) next to questions that the student answers acceptably. Put a minus sign (–) next to questions that the student does not answer acceptably.

Determining When to Stop Discontinue Part 2 when the student misses either
- more than the maximum number of key words allowed for that selection, *or*
- two or more comprehension questions

Selection V-F (from *Voyager Foundation Book*)

page 5 in Student Booklet

Introduction: This story is about a woman who has a problem.

Pat's Problem [redacted]

Pat has a problem with a pipe.

She has a pipe that drips.

Pat calls a plumber.

The plumber puts in a new pipe.

The drip stops, so Pat is happy.

Comprehension Questions

____ 1. Who has a problem? *(Pat)*
____ 2. What is her problem? *(She has a pipe that drips.)*
____ 3. Who did she call? *(She called a plumber.)*
____ 4. Did the plumber solve her problem? How do you know? *(Yes. The story says that the plumber put in a new pipe and the drip stopped.)*
____ 5. How did Pat feel when her pipe was fixed? *(happy, glad, etc.)*

Word Recognition Errors ____

Comprehension Errors ____

▶ Stop testing if 2 or more key word recognition errors or 2 or more comprehension errors are made.

Selection V-1 (from *Voyager 1*)

page 6 in Student Booklet

Introduction: This story is about a bus ride that became famous.

A Bus Ride

In 1955, Alabama had an unfair law. The law said that white people could sit anywhere on a bus. But black people had to sit in the back.

One day Rosa Parks got on a bus. She sat down. But a white man wanted her seat. Rosa Parks did not move. She did not think the law was fair.

Rosa Parks broke the law. She was arrested. Black people were mad. They didn't ride the buses for 381 days.

At last the law was changed. Now people can have any seat on a bus.

Comprehension Questions

____ 1. What did the unfair law say? *(Blacks had to sit in the back of the bus.)*

____ 2. What did Rosa Parks do to break the law? *(She refused to give her seat to a white man.)*

____ 3. Why did she break the law? *(She thought it was unfair.)*

____ 4. What action did black people take after she was arrested? *(They did not ride the bus for 381 days, they did not take the bus for a long time,* etc.*)*

____ 5. How did blacks' actions help change the law? *(The bus company lost customers and money, people began to see that the laws were unfair to black people,* or some similar, logical response.*)*

Word Recognition Errors ____

Comprehension Errors ____

▶ Stop testing if 5 or more key word recognition errors or 2 or more comprehension errors are made.

Selection V-2 (from *Voyager 2*)

page 7 in Student Booklet

Introduction: This story is about family ties.

Grandma Pat [redacted]

Lately I have been thinking of Grandma Pat. When I was a boy, I spent a lot of time at Grandma Pat's. She cooked me dinner when my mom and dad were working. And she told me the best stories. I could listen to her stories all day.

When I grew older, I would visit her. She was always glad to see me. When I had a problem, Grandma Pat would understand. "Sit down. Tell me what is bothering you," she would say. We would sit in her kitchen. I would talk and she would listen. She acted as if she would listen all day.

Now I know how lucky I was to have Grandma Pat. She was someone who always cared for me. She was someone I could tell my secrets to. Most of all, she made me feel like someone special.

Today I look at my little granddaughter. She is only two months old. But I promise her one thing. I will always try to be there for her—the way Grandma Pat was there for me.

Comprehension Questions

____ 1. Who has the man been thinking of lately? *(Grandma Pat, his grandmother,* etc.*)*

____ 2. When he was a boy, what did Grandma Pat do for him? *(cooked him dinner, told him stories,* etc.*)*

____ 3. When he grew older, what did Grandma Pat do for him? *(listened when he had a problem, made him feel special, always cared for him,* etc.*)*

____ 4. Why do you think the man has been thinking about his Grandma Pat lately? *(He has a grandchild of his own now.)*

____ 5. What is the main idea, or point, of this story? *(The man wants to be important in his granddaughter's life, just as his grandmother was in his life; the man's grandmother was important in his life;* etc.*)*

Word Recognition Errors ____ Comprehension Errors ____

▶ Stop testing if 10 or more key word recognition errors or 2 or more comprehension errors are made.

Selection V-3 (from *Voyager 3*)

page 8 in Student Booklet

Introduction: This story is about a problem many married people face.

Nothing New

Gary and Trish had been married for seven years. They had seen some good times together. But the last few years, they always seemed to be fighting. Trish thought Gary spent too much money. Gary felt Trish nagged him all the time. He had started to think of getting a divorce. He went to his parents' home to talk about it.

"Come on in," his father greeted him. His father's smile faded when he saw the look on Gary's face. He listened quietly as Gary told what he was thinking.

"You know, Gary, you sound like me many years ago. There was a time when your mother and I almost got a divorce."

"What!" Gary exclaimed.

"Oh, yes," his father went on. "Most marriages go through a time like you're having now. But in the end, your mother and I wouldn't let it happen. You were just two years old at the time. We both then decided we had to make our marriage work. And I've been happy we did for thirty years."

Gary thought of his own young son. "You're right, Dad. At the least, Trish and I have to try harder."

Comprehension Questions

____ 1. What do Gary and Trish fight about? *(money: Trish thinks he spends too much; Gary thinks she is a nag.)*

____ 2. Why does Gary go to see his father? *(to discuss getting a divorce from Trish; to get his father's advice,* etc.*)*

____ 3. What surprising story did Gary's father tell? *(that he and Gary's mother once thought about a divorce)*

____ 4. What was the main idea, or point, of the father's story? *(to let Gary know that all marriages go through tough times, to let Gary know that he and Trish should consider their son,* etc.*)*

____ 5. Did Gary understand the point of the story? How can you tell? *(Yes. After hearing the story, Gary thinks of his own son and says he and Trish should try harder.)*

Word Recognition Errors ____ Comprehension Errors ____

▶ Stop testing if 10 or more key word recognition errors or 2 or more comprehension errors are made.

Selection V-4 (from *Voyager 4*)
page 9 in Student Booklet

Introduction: This article tells about one way to stay healthy.

Eat More Fruits and Vegetables [redacted]

Adapted from the U.S. Department of Health and Human Services

Did you know that eating five fruits and vegetables a day is one of the most important things you can do to stay healthy?

Top health experts agree. Eating more fruits and vegetables is essential for better health! Experts all tell us that we should eat a balanced diet. It should be low in fat and have lots of fruits and vegetables.

Fruits and vegetables may lower your risk of cancer! 35% of all cancer deaths may be related to a diet high in fat and low in fiber. Fruits and vegetables help cut your risk of cancer. They are low in fat and are rich sources of vitamins A and C and fiber. A good diet is low in saturated fat and has plenty of high-fiber foods. It can cut the risk of heart disease, as well.

Eat five servings of fruits and vegetables a day! Eat them with many different foods. One serving is any one of the following:

- 1/2 cup of fruit
- 3/4 cup juice
- 1/2 cup cooked vegetable
- 1 cup leafy vegetable
- 1/4 cup dried fruit

Eat a variety of fruits and vegetables! They are all good for you. Be sure to include each day those that are high in vitamins A and C and fiber. They will help you stay healthy.

Comprehension Questions

____ 1. What is the main idea of the article? *(Fruits and vegetables are important for better health, eating lots of fruits and vegetables will help you stay healthy,* etc.*)*

____ 2. According to the article, eating fruits and vegetables will lower your risk of what two diseases? *(cancer and heart disease)*

____ 3. Fruits and vegetables are a source of what two vitamins? *(A and C)*

____ 4. Based on the article, which snack would be a better choice: an apple or peanuts? Why? *(an apple, because it is high in fiber and low in fat; peanuts have more fat;* etc.*)*

____ 5. Name two kinds of food that you should eat less often, according to the article. *(food high in fat, food low in fiber)*

Word Recognition Errors ____ Comprehension Errors ____

▶ Stop testing if 12 or more key word recognition errors or 2 or more comprehension errors are made

Selection V-5 (from *Voyager 5*)

page 10 in Student Booklet

Introduction: This article contains tips about borrowing money.

Being a Smart Borrower

Think carefully before you borrow money. Taking out a loan can help solve some problems, but paying off a debt can be expensive. Borrow only when you really need extra money right away.

For example, you might need to make major repairs to your car, or your child might need a lot of dental work. For problems like these you need a lot of money quickly, and a loan might be the answer.

People also borrow for large purchases and long-term goals. This allows you to use an item you buy while you are paying for it. For instance, most people take out a loan to buy a car or a house, and many people borrow to cover the cost of job training or college.

It's best not to take on a big debt unless you really need to. Before borrowing, ask yourself these questions:

- Do I really need to buy this now?
- Is it still a good deal when the interest (cost of borrowing money) is added to the price of the item?
- Can I afford the payments?

If you answer "no" to any of these questions, a loan might *cause* more problems than it solves.

If you decide to borrow, shop around for the best loan for you. Check with different banks, and ask about different types of loans. Get the lowest interest rate you can find.

Finally, get all of your questions answered. Be sure you understand the fine print on any loan contract before you sign it. Ask about your right to change your mind. Be a smart borrower.

Comprehension Questions

____ 1. What is the main idea of the article? *(Be careful when you borrow money.)*

____ 2. According to the article, when is it OK to borrow money? *(When you really need extra money right away; when you are making a major purchase; to buy a house or a car;* etc.*)*

____ 3. How does the article define the word *interest*? *(It is the cost of borrowing money.)*

____ 4. Name two questions you should ask yourself before borrowing. (Any 2: *Do I really need to buy this now? Is it still a good deal when the interest is added in? Can I afford the payments?)*

____ 5. Why do you think it is important to understand the fine print in a contract before you sign? *(There may be legal terms you haven't understood, there may be conditions that weren't mentioned or discussed,* etc.*)*

Word Recognition Errors ____ Comprehension Errors ____

▶ Stop testing if 14 or more key word recognition errors or 2 or more comprehension errors are made.

Selection V-6 (from *Voyager 6*)

page 11 in Student Booklet

Introduction: This article talks about why it's important to learn while you work.

Learning on the Job

One way to succeed on the job is to keep on learning. The world changes fast. Workers have to learn new skills to keep up.

Mastering Computer Skills

If you work in an office, you know how important computer skills are. Learning word processing or a graphics program can make you a more valuable employee. It may help you get promoted, too.

These days, it's not just office workers who use computers. Line workers in steel mills and printing press operators must use computers, too. In some restaurants, servers use handheld computers to send food orders to the kitchen instantly.

Serving Your Customers

You've heard the old saying, "The customer is always right." In today's world, that's more true than ever. And "customer" is being defined more broadly, as well.

There are the external customers—the people who buy a company's product or use its services. Now workers have to please internal customers, too. For example, suppose you work in the warehouse of a big discount store. All the salespeople want to make sure their sections are well stocked with merchandise. They are your internal customers. If you work in the accounting department, each employee whose paychecks or W-2 forms pass through your hands is your customer. This approach helps everyone in the company to be more productive.

Continuing Your Education

You can keep up-to-date by continuing your education. Smart employers know that it's well worth the cost to send workers to classes. Through training, workers can improve their current skills and learn new ones. If you want to take a class, tell your boss how you will be more productive as a result. Most employers are happy to hear their employees are willing to take on more training. You benefit by learning new skills. And you increase your worth on the job market.

Comprehension Questions

____ 1. What is the main idea of the article? *(It's important to keep learning on the job, learning new things increases your chances of job success,* etc.*)*

____ 2. According to the article, what are two benefits of learning computer skills? *(They make you a more valuable employee and may help you get promoted.)*

____ 3. Why is it important to please internal customers? *(They give feedback on your work; you work for them, too; your success depends on it;* etc.*)*

____ 4. Based on the article, who are a mailroom clerk's internal customers? *(Everyone in the company, everyone to whom the clerk delivers mail,* etc.*)*

____ 5. According to the article, what should you say to your employer to convince him or her to pay for you to take a class? *(You should give specific examples of how the class will make you more productive at work.)*

Word Recognition Errors ____ Comprehension Errors ____

▶ The acceptable score is 15 or fewer key word recognition errors or no more than 1 comprehension error.

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